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ABSTRACT

This study examined the state of formal staff training and development in Association of Research Libraries (ARL) member libraries by identifying what programs are offered; how they are organized, administered, and budgeted; who participates; and how training is evaluated. In February 1997, a survey was distributed to all ARL libraries; of the 120 member institutions, 50 responded. Fifty-six percent of respondents have a formal library program in place, and the remaining are planning such a program. Most libraries (73%) have a budget for staff training and development. Although the size of this budget varies from year to year, most respondents (36%) receive more than $25,000. Some libraries have no staff development program at all. Primary responsibility for staff training and development rests more frequently with a committee (38%) and less with the Library Personnel Department (26%), or the Staff Development Coordinator (24%). Thirty-seven percent of ARL libraries have programs that were established more than 10 years ago, while 27% of respondents have relatively new programs (1-3 years); ARL libraries spend more time planning versus actually delivering staff development activities. ARL libraries provide training in a wide variety of both technical and nontechnical areas. The most frequently used formats are small group discussions and on-site workshops (38 responses each). Other popular means include off-site workshops (35); videotapes and films (32); and lectures (31). Librarians and members of the university community most frequently deliver staff training and development (88% each), followed by other library staff and paid consultants (80% each). Staff is almost always the primary target audience (97%). While attendance at training is mostly voluntary, it is strongly encouraged. Participation is compulsory mostly for faculty/librarians (34%), followed by staff (28%). Evaluation of staff training and development programs is conducted by all libraries through questionnaires; many use observations (69%), individual interviews (65%), and group interviews (54%). The overall effect of staff training and development on employee morale appears to be very positive. Very few libraries consider the staff development program to have made no noticeable difference to the staff or to have affected them diversely. However, some negative issues were

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noted. Besides survey results, the kit also includes supporting documentation from the survey and related materials in the form of guidelines, annual reports, budgets, training activities, course catalogs, evaluations, staff recognition awards, and newsletters. A list of selected reading materials is also provided. (AEF)

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SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 224

Staff Training & Development
June 1997

ED 409 025

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SPEC
SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 224

Staff Training & Development
June 1997

INTRODUCTION

This study examines the state of formal staff training and development in ARL libraries by identifying what programs are offered; how they are organized, administered, and budgeted; who participates; and how training is evaluated. Staff training and development programs can maximize the potential and effectiveness of employees in the dramatically changing environment of proliferating electronic resources, budgetary crises, downsizing, outsourcing, restructuring and reorganization. In February 1997, a survey was distributed to all ARL libraries; of the 120 member institutions, 50 responded.

SURVEY RESULTS

Fifty-six percent of respondents have a formal library program in place. Of the 44% that do not, slightly more than half are planning such a program. Most of these institutions participate in training delivered by their university's human resources division. A small number rely exclusively on formal training provided at the university level.

Budgeting: Most libraries (73%) have a budget for staff training and development. Although the size of this budget varies from year to year, most respondents (36%) receive more than $25,000. Some libraries have no staff training and development budget at all. The typical staff development budget does not constitute a line item in the library's overall budget; in most cases it consists of a series of funds made available on an as-needed basis. Most funded programs support technical and nontechnical training inside the library; cover administrative costs; provide university mandated training; pay outside trainers and consultants; provide travel support for conferences and off-site programs; pay tuition fees; and purchase training materials. Some also cover foreign language training.

Responsibility: Primary responsibility for staff training and development rests more frequently with a committee (38%) and less with the Library Personnel Department (26%), or the Staff Development Coordinator (24%). A few libraries assign primary responsibility to other various entities, including Head of Administrative and Facilities Support Services, Human Resources Coordinator, Staff Development Intern, Library Systems Department, Interactive Media Professionals, Electronic Resources Librarian, Coordinator of User Education, persons responsible for staff development in a particular area, the Human Resources Director, or someone who coordinates training for employees wishing to take their own learning and development initiatives. Forty percent of those people responsible for staff training and development spend less than one-quarter of their time on this task; only 30% devote all of their time to it.

Primary responsibility for staff training and development frequently rests with more than one entity, in combinations that usually include a committee. The average committee has seven members and spends three hours per week on staff development.

Programs: Thirty-seven percent of ARL libraries have programs that were established more than ten years ago, while 27% of respondents have relatively new programs (1-3 years). Eighty percent of those with an established program and those currently in the planning stages conducted a needs assessment as a first step.

Interestingly, ARL libraries spend more time planning versus actually delivering staff development activities. However, this can probably be attributed to the need to make the best use of limited training time. Forty-three percent of member institutions devote more than 20 hours per month to planning, but 30% spend five hours or less on this same task. Most libraries (34%) offer five or less hours of training activities each month, while only 31% offer more than 20 hours per month.

Topics and Formats: ARL libraries provide training in a wide variety of both technical and nontechnical areas. Mandatory sessions usually address nontechnical topics, and are offered on a regular basis.

The most frequently used formats are small group discussions and on-site workshops (38 responses each). Other popular means include off-site workshops (35); videotapes and films (32); and lectures (31). Some libraries also use experience-based programs taught at computers with handouts; writing exercises; panel presentations; hands-on technology training; Web-based training; video conferencing; audio conferencing; microcomputer labs and online instruction (e.g., via Internet conferences).

Librarians and members of the university community most frequently deliver staff training and development (88% each), followed by other library staff and paid consultants (80% each). Other individuals, such as the staff development coordinator and the Human Resources Manager and HR staff, may plan programs, but do not usually conduct them.

Target Audience: Staff is almost always the primary target audience (97%), followed by faculty/librarians (67%). Grouped together, staff and faculty/librarians are the primary target audience more often than not. In cases of mandated topics, all groups may constitute a primary target audience.

Supervisors are targeted for specific training and development activities most frequently (37%), followed by public services personnel (26%), and technical services (21%). Specific training and development activities are also designed for managerial staff; teams and team leaders; students and other support staff; library administration; department chairs; subject librarians; trainers; and university press, media services accounting, and human resources staff.

Attendance: While attendance at training is mostly voluntary, it is strongly encouraged. Participation is compulsory mostly for faculty/librarians (34%), followed by staff (28%). Whether attendance is mandatory or not is determined by the topic (e.g., sexual harassment prevention and resolution), if the training pertains to one's job performance, if the topic is required by the university, or if supervisors require training on a topic.

Evaluation: Evaluation of staff training and development programs is conducted by most libraries through a variety of instruments. All respondents use questionnaires; many use observations (69%), individual interviews (65%), and group interviews (54%). In addition, some libraries request feedback via email; collect attendance statistics; observe registration levels; seek direct feedback from participants; use evaluation forms to evaluate programs individually; or use parts of needs surveys to solicit input on past programs.

Impact: The overall effect of staff training and development on employee morale appears to be very positive. Library staff seem to value training that is: hands-on and nontheoretical; computer related; immediately relevant to their job; topically varied; offered in the library; and unit specific.

Very few libraries consider the staff development program to have made no noticeable difference to the staff or to have affected them adversely. However, some negative issues were noted. Staff who choose not to participate dislike having to do the work of those who attend programs. Staff working in departments with very little release time resent their inability to attend as many programs as staff working in departments with more release time. Some staff take exception to being denied attendance to particular programs in the interest of keeping work areas covered. Lastly, some staff view it as a conspiracy by the library to make them work harder.

CONCLUSION

The advice to those contemplating a staff training and development program is unequivocal: do it! Some libraries caution that it is not for the faint of heart. These programs require hard work, patience, and resources. It also takes a while for them to get off the ground. All agree, however, that these programs create a working environment conducive to personal and professional growth. The critical elements of a successful staff training and development program are: administrative support; financial resources; needs assessment; purposeful training; ongoing commitment; and constant evaluation. Hiring a staff training and development coordinator is also strongly encouraged.

Libraries offer other specific advice: Develop, administer and follow the results of needs assessments of staff at all levels. Articulate clearly the overall mission and objectives of the program. Make the program needs/outcomes based. Determine modes of instruction preferred by staff. Decide up front how much money the organization can and is willing to put into training. Decide upfront the number of hours per year employees can reasonably be expected or encouraged to participate. Be clear on criteria for participation. Make participation available to as many employees as possible. Deal with perceptions of unfairness about opportunities to participate. Work with a representative committee. Provide programs with direct relevance to job and professional development. Use in-house and university expertise to cut costs. Identify relevant resources in the community, state, and statewide networks. Hire someone knowledgeable in staff training and development. Consider the scheduling of training. Plan presentations well. Develop interviewing skills. Seek the advice of professional trainers. Plan training in six-month periods. Keep training current, flexible and broad based. Repeat sessions when appropriate so interested staff have more chances to attend. Emphasize the shared responsibility that Library and staff have in the program.

This Flyer and Kit were prepared by Kostas Messas, Allison Cowgill, Lois Jones, Lise Catalucci, and Pat Clark, Penrose Library, University of Denver as part of the OMS Collaborative Research/Writing Program.

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SPEC
SYSTEMS AND PROCEDURES EXCHANGE CENTER

Staff Training & Development

A SPEC Kit compiled by

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with the assistance of
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Lois Jones
Lise Catalucci
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June 1997

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SPEC
SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 224

Staff Training & Development
June 1997

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SURVEY RESULTS

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF MANAGEMENT SERVICES

TO: SPEC Liaisons
FROM: Kostas Messas, Ph.D., University of Denver Library
Laura Rounds, OMS Program Officer for Information Services
RE: SPEC Survey on Staff Development
DATE: February 24, 1997

Since 1981 when the last ARL SPEC Survey was conducted on this topic, there have been dramatic changes in libraries which affect staff development. The tremendous growth in electronic resources made possible through telecommunications and other emerging technologies, budgetary crises in libraries demanding downsizing, outsourcing, restructuring and reorganization, quality initiatives, and the implementation and maintenance of integrated library systems have all placed an unprecedented burden on library staff.

This SPEC survey is designed to determine how ARL libraries are utilizing staff development programs to enable staff to maximize their potential and effectiveness in this new environment. Specifically, we would like to kNow if libraries have formed staff development programs, what these consist of, how they are organized, administered, and budgeted, who participates, and how evaluation is carried out.

Of particular interest is program documentation, including program calendars, staff development newsletters, mission and goal statements, program plans, sample budgets, needs assessment surveys, evaluation instruments and the like. Please explain, qualify, or augment your answers as needed.

The completed survey should be returned by March 28, 1997 via email to <kmessas@du.edu>.

All supporting documentation is subject to inclusion in the resulting SPEC Kit; please provide the best possible copy. Documentation should be mailed to:

Kostas Messas, Ph.D.
Staff Development Coordinator
University of Denver Library
2150 East Evans Avenue
Denver, CO 80208
Phone: (303) 871-3147 Fax: (303) 871-3446

21 Dupont Circle, Washington, D.C. 20036
202 296 8656 FAX 202 872 0884

SPEC SURVEY: STAFF DEVELOPMENT

Total Responses: 50 42%

1. Does your library have a formal staff development program?

28	56%	Yes; skip to question 3
22	44%	No

2. Are you currently planning a staff development program?

12	54%	Yes
10	45%	No

3. Who has primary responsibility for your staff development program?

12	24%	Staff Development Coordinator
19	38%	Committee/Council
		Indicate how many members: mean = 7
		Estimate the avg # of hrs/week each person spends: mean = 3
1	2%	Library Director
5	10%	Assistant or Associate Director
13	26%	Library Personnel Department
8	16%	Other; please specify:

Some respondents indicated more than one person.

4. Approximately what percentage of this person's/committee's time is devoted to staff development?

12	30%	100%
3	8%	75%
4	10%	50%
5	13%	25%
16	40%	Less than 25%

5. How many years has your staff development program been in place?

10	27%	1-3
7	18%	4-6
6	16%	7-10
14	37%	More than 10

6. On average, how many hours per month are devoted to planning staff development activities?

12	30%	1-5
4	10%	6-10
2	5%	11-15
5	13%	15-20
17	43%	More than 20

7. On average, how many hours of staff development activities are offered each month?

13	34%	1-5
6	15%	6-10
5	13%	11-15
2	5%	15-20
12	31%	More than 20

8. Was a needs assessment conducted as part of your staff development planning?

32	80%	Yes
8	20%	No

9. What topics for staff development have you addressed through your program over the last 2 years? Please be specific (e.g., Conflict Management, Internet Skills, etc.)

See separate summary sheet at the end of this instrument

10. Which of the topics addressed through your program are repeated on a regular basis?

See separate summary sheet at the end of this instrument

11. Which topics in your program are mandatory and which are not?

	Mandatory		Voluntary	
All	1	3%	17	34%
Most	18	54%	18	36%
None	17	51%	1	2%
No response	14	42%	14	28%

12. With regard to the instructional format, which of the following do you rely on? Check all that apply.

22	53%	One-on-one instruction
38	93%	Small group discussions
31	76%	Lectures
32	78%	Videotapes or films
24	58%	Computer-aided instruction
13	32%	Workbooks with self-paced instruction
18	44%	Multimedia presentations
38	93%	Inside workshops, seminars, and conferences
35	85%	Outside workshops, seminars, and conferences
4	10%	Other; please specify:

13. Who conducts staff development instruction? Check all that apply.

19	46%	Staff Development Coordinator
36	88%	Librarians or Library faculty
33	80%	Library staff
36	88%	Members of the University community
32	78%	Outside speakers
33	80%	Paid consultants or trainers
3	7%	Other; please specify:

14. Please rank (1-4) the following groups as your target audience: 1 = primary target audience; 2 = secondary target audience, etc.

	1		2		3		4	
Faculty/Librarians	26	67%	9	23%	0	0%	0	0%
Staff	36	92%	2	5%	0	0%	0	0%
Student employees	7	18%	8	21%	12	31%	0	0%
Others; please specify:	2	5%	1	3%	1	3%	0	0%

15. Indicate those groups for which attendance is ever compulsory.

12	34%	Faculty/Librarians
10	28%	Staff
7	2%	Student employees
6	17%	Others

16. Are there staff development activities that target specific groups? If so, please specify:

36	37%	Supervisors
21	21%	Technical Services
25	26%	Public Services personnel
14	14%	Other; please specify:

17. Do you have a budget for staff development?

31	73%	Yes
11	26%	No

18. What is your annual staff development budget?

7	19%	$0
4	11%	$1-1,000
3	8%	$1,001-10,000
9	25%	$10,001-25,000
13	36%	More than $25,000

19. Please provide an approximate breakdown of your budget.

Minimum	$15,000
Maximum	$190,686
Average	$76,757

20. Do you evaluate your staff development program?

26	65%	Yes
14	35%	No, skip to question 22

21. How do you evaluate the effectiveness of your staff development program? Check all that apply.

14	54%	Group interviews
17	65%	Individual interviews
26	100%	Questionnaires
18	69%	Observations
10	38%	Other; please specify:

22. Comment on your impressions of the impact of your staff development and training program on employee morale.

See separate summary sheet at the end of this instrument

23. What advice would you offer to a library contemplating a staff development and training program?

See separate summary sheet at the end of this instrument

Please send copies of mission statements or goal statements, needs assessment surveys, program plans, sample budgets, workshop outlines, workshop materials, staff development newsletters, training evaluation instruments, training agendas, or other documentation describing your staff development.

Technical Training Topics

General Topics

- ***Automated Skills**
- Care and Use of an Office PC
- CD-ROM
- Digital Media
- Information Technology Management
- **Internet**
- **Network Overview and Troubleshooting**
- New Technologies
- Online Searching
- Scanning
- Search Engines
- Searching Tools on the Internet
- **World Wide Web use**

Specific Software or Email Packages

- ACCESS
- ***Databases (AMICUS, OVID, etc.).**
- dBase
- ***E-mail**
- Eudora/Pine
- **Excel**
- Lotus
- Microsoft Project
- Mosaic
- **Netscape**
- OPAC Searching
- Ovid-Enhanced THOR Access
- PageMaker
- Photoshop
- Powerpoint
- **RLIN Eureka**
- *Voice Mail
- WAIS
- Web Client Launchpad
- ***Word for Windows**
- WordPerfect

HTML Coding (or WWW Authoring)

- *HTML
    - HTML Basics
    - HTML Frames
    - HTML Images
    - HTML Tables
- Web Authoring
- Web Client Launchpad
- Web interfaces for databases
- **Web Page Creation**

Specific Functions

- Desktop Publishing
- Electronic Presentations
- **File Management**
- **FTP**
- Macros and Short Key Cuts
- Mail Merge/Labels
- **TCP 3270**
- **Telnet**
- Using Online Forms

Operating Systems

- **DOS**
- UNIX
- Unix-Pico

ILS Training

- **NOTIS Staff Mode**
- Web version of OPAC

Topics in boldface are repeated regularly;topics with an asterisk indicate mandatory attendance:

NON-TECHNICAL TRAINING TOPICS

Academic Cultures
***Affirmative Action**
***AIDS Awareness**
Communication Skills
Conflict Management
Conflict with Patron
Copyright
Correcting Problem Behavior
Creative Thinking
Cross-Cultural Communication
***Customer Service**
Dealing with Angry Customers Over the Phone
Dealing with Difficult People
Discipline and Documentation
***Diversity**
*Drug-Free Workplace
***Ergonomics**
Ethics for Librarians
Facilitation Skills
Family and Medical Leave Act
Fitness/Nutrition
Humor in the Workplace
Information Literacy
***Interview Skills**
***Language Training**
*Leadership Development
Learning Organization
Library in the 21st Century
***Management Development**
Managing Change
Meeting Management
Motivating Student Employees
Myers-Briggs
Negotiation Skills
***New Employee Orientation**
Office Management
Organizational Change
Payroll and Forms
Performance Appraisal
Personal Development
Presentation Skills
Producing Effective Handouts for Library Instruction
Public Service
Reference Interview Skills
Research and Grant Writing
Retirement/Benefits Planning
Role of the Paraprofessional
***Safety and Security**
Screening, Selection, and Hiring
Services to Users with Disabilities
***Sexual Harassment**
Staff Research and Achievements
Stress Management
Supervising Students
Supervisor Evaluation
***Supervisory Skills**
***Team Building**
Teaching Techniques for Bibliographic Instruction Librarians
TIAA/CREF Participation
Time Management
University Policies/Procedures
Work Regulation
Workmen's Compensation
Writing Skills

Topics in boldface are repeated regularly; topics with an asterisk indicate mandatory attendance.

RESPONDING INSTITUTIONS

University of Alabama
University of Alberta
Arizona State University
Brigham Young University
University of British Columbia
University of California, Irvine
University of California, Riverside
University of California, Santa Barbara
Case Western Reserve University
Center for Research Libraries
University of Colorado
Colorado State University
Dartmouth College
Duke University
Florida State University
University of Georgia
Georgia Institute of Technology
University of Guelph
University of Illinois at Chicago
University of Illinois at Urbana
Iowa State University
Johns Hopkins University
University of Laval
Linda Hall Library
Louisiana State University
McMaster University
University of Maryland
University of Massachusetts
University of Miami
University of Michigan
National Library of Canada
University of Nebraska–Lincoln
New York University
Northwestern University
University of Notre Dame
University of Oregon
Pennsylvania State University
University of Pittsburgh
Purdue University
Rice University
Smithsonian Institution
State University of New York at Albany
University of Texas
University of Toronto
Virginia Polytechnic Institute & State University
University of Washington
Washington University
University of Waterloo
Wayne State University
York University

MISSION STATEMENTS,
GOALS & OBJECTIVES

SECTION II.

Charge to the Staff Training and Development Committee

Background

The rapid pace of technological change within the Library necessitates a continuous learning process in order for staff to provide effective library service. Training in new systems and opportunities for personal development are needed by staff at all levels throughout the Library system. While primary responsibility for staff training and development resides within each department, training and development needs which exceed departmental boundaries do arise.

Charge

Reporting to the Library Department Heads Group, the Staff Training and Development Committee shall:

*Support and provide overall coordination for the activities of library training groups already in place, such as TECOR, the various Roundtables, and the Innopac Coordinators

*Identify needs as they arise and implement training and development opportunities to meet those needs

*Serve as a link with campus-wide training and development opportunities

*Serve as a liaison with the Training and Development program of Dartmouth's Office of Human Resources

*Serve as an information clearinghouse for programs planned and provided within individual library units

Membership

The Committee will be broadly representative of library staff, including both API and APII staff in its rotating membership. The Committee will be directed by two co-chairs and will include 6 additional members, one of whom is the Administrative Services Librarian, ex officio. The most important criterion for membership will be a commitment to the importance of training and development.

Priorities

In its start-up year the Committee should focus on the following activities:

*Prepare and inventory of existing training and development activities in the library system

*Prepare an inventory of campus resources in training and development

*Conduct an assessment of library training and development needs and determine which are being met and which are not being met

*Identify resources to meet unmet needs

*Document activities and progress in an annual report to be submitted to the Library Department Heads Group

STAFF EDUCATION TEAM
ROLE STATEMENT

Purpose:

The Staff Education Team is committed to providing training and development opportunities for all Perkins Library System staff. The training and development opportunities include: C.I. training, technical training, and personal management skills, as well as intellectual enrichment. The goal of the team is to foster a competent, collegial workplace where individual and group potentials are improved continuously.

Objectives:

To provide comprehensive planning and budgeting for staff training and development.

To provide training opportunities in team building skills and the fundamentals and principles of Continuous Improvement.

To develop and implement curricula that will allow staff members to harness new technologies and to prepare them to succeed in a continuously changing library environment.

To recognize and respond to the human needs of the staff and to enable them to thrive in the workplace.

To assess our customers' needs and to evaluate the effectiveness of the training and development program.

Membership: In order to insure broad representation of the Perkins Library System staff, the membership of the team will include one representative from each Quality Circle and at least three members-at-large. Members will serve a two-year staggered term.

Current Members: Jane Agee, Lee Cahow, Kelley Dodson, Marion Hirsch, Rami Kurdi, Steve Natelborg, Kay Sinnema, John Sharpe and Ann Stone.

Meetings: First Wednesday of each month.

November 28, 1994

University of California, Irvine

Learning Team Charge

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1. The team will have a critical role in determining goals and priorities for the learning program through the following:

    - continual survey of employee learning needs;
    - continual definition and refinement of the scope of the learning program;
    - management of a budget which will support learning activities.

2. The team will function as a clearinghouse for awareness and information about learning opportunities available to all employees through:

    - dissemination of information about learning opportunites outside the library - for example, opportunities offered on campus and in the Orange County area;
    - creation and maintenance of a list "experts" and a referral system within the library - for example, persons who have expertise in work processing packages;
    - coordination of learning efforts within the library, to avoid unnecessary duplication.

3. The team will be responsible for continuous and frequent communication about the learning program with all library staff. A critical responsibility will be to listen to staff through surveys, focus groups, etc.

4. The team will be responsible for creating learning activities for library staff through:

    - promoting the development of in-house training expertise;
    - arranging for training events;
    - other strategies as appropriate;

University of California, Irvine

Mission Statement

The Learning Team is committed to developing a learning culture at the UCI Libraries. Such a culture will foster individual responsibility and creativity, and keep employees on the leading edge of information and management knowledge and technology. The learning culture is an essential component in helping employees become more:

- productive
- innovative
- user-oriented
- versatile
- collaborative
- culturally-sensitive

These skills will help ensure our individual and collective success in this era of unprecedented change.

Toward this end, the Learning Team will continually analyze staff-development needs and formulate and refine instructional strategies based on staff input and other anticipated needs. We will continually explore, evaluate, and use alternative educational techniques to meet learning needs of a diverse staff. The team will also function as a clearinghouse for collecting, organizing, and distributing information about learning opportunities and resources.

The Learning Team is committed to the adventure of change in the way people do their work and in the way they think about their workplace. In a learning environment, the workplace naturally becomes a place to learn, create, contribute, collaborate, revolutionize, and have fun.

The Role of the Learning Team

In an effort to provide training and development opportunities for all Library staff, the Learning Team at this stage will focus on identifying training needs, program planning, communication and coordination of staff training efforts, and various clearinghouse functions, such as the Learning Page and Learning Library. Specifically, the Learning Team will be involved in library-wide training in the following ways:

1. Identify and prioritize library-wide training needs.
    - Identify core job-related skills.
    - Determine training needs in accordance with library-wide goals, and through training surveys and input from library teams and departments.

2. Develop a well-rounded training program for new and continuing employees.
    - Develop and offer an orientation program and several select core training programs for new staff.
    - Develop other enriching programs for continuing skills development on an as-needed basis.
    - Fund programs and arrange for trainers and facilities for these programs.

3. Provide self-development resources and mentor assistance to staff, encouraging all staff to take responsibility for their own personal growth and learning.

4. Promote information about training resources and opportunities.
    - Use various modes of communication, primarily email, Lib Items, and The Learning Page, to encourage staff participation in continuing education.
    - Facilitate access to professional support forms for training activities via the Learning Page.
    - Use the Learning Page to publicize library-wide, LAUC-I, and departmental training events that are open to all library staff.
    - Identify, evaluate, and publicize relevant training programs available on campus and in the community.

5. Provide resources and assistance in training the trainers for both staff and user education.
    - Offer programs on designing and conducting effective training so that staff better understands and acquires training skills such as developing learning objectives and presentations, evaluating outcomes, using training technologies, etc.

6. Work with the LAUC-I Cultural Diversity Committee to co-sponsor programs on cultural diversity and integrate cultural diversity themes into Learning Team offerings.

7. Foster a learning climate where individual and team potentials are improved and enriched.

The main goal of the Learning Team is to help ensure individual and collective success in our work environment. Comments, suggestions, questions, and concerns for the Learning Team can be submitted through any Learning Team member or through the Learning Page.

The Learning Team

8/12/96
http://sun3.lib.uci.edu/~learn/

THE STAFF DEVELOPMENT COMMITTEE

To assist in carrying out this program, the Task Force recommends the establishment of a Staff Development Committee. This Committee will be charged with the responsibility of assisting and advising the Personnel Librarian in identifying, coordinating, overseeing, and evaluating all staff development activities offered by or through the Library. Specifically the Committee will assist the Personnel Librarian with:

> **Identifying** new and recurring staff development activities, and **organizing** those activities into a formal staff development program (see Appendix C for program suggestions);
>
> **Coordinating** these activities with the various library staff associations;
>
> Serving as a **clearinghouse** for requests for participation in staff development activities;
>
> Identifying the **costs** of the Staff Development Program and submitting an annual budget request to the Library Administration;
>
> Advising the Administrative Committee in the **allocation of funds** for travel and staff development;
>
> Evaluating the need for, availability of, and effectiveness of staff development activities through individual program **evaluations** and an annual **needs assessment survey** (see Appendix B for draft survey);
>
> Monitoring the **effectiveness** of both in-house and Human Resource Administration training programs;
>
> Submitting an **annual report** to the University Librarian on the activities of the Committee and the state of Staff Development in the Library.

NORTHWESTERN UNIVERSITY LIBRARY

Washington University Libraries

STAFF DEVELOPMENT PROGRAM

STATEMENT

Program Definition

The mission of the Washington University Libraries is to provide access to information and materials to support the teaching, research, and service activities of faculty and students. Because the success of this enterprise rests, ultimately, on the performance of the staff, it is important that each staff member have the skills, knowledge, and commitment necessary to provide appropriate levels of service.

Staff development is an integral part of the Libraries' efforts to fulfill its mission and is a continual process. The library administration strongly supports staff development and considers time committed to staff development activities as time well spent. Staff development includes three components:

1. ***Orientation***. New employees are introduced to the organization and working environment of the unit, the Libraries, and the University.

2. ***Training***. Employees are familiarized with knowledge and skills necessary to perform their specific job duties and responsibilities effectively.

3. ***Continuing Education***. Employees are introduced to broad concepts, general background, and specific techniques necessary to respond positively to change and to assume new and/or higher level responsibilities.

The Libraries provide opportunities that mutually benefit the organization and the staff. The Libraries are able to use resources efficiently, provide better service, improve staff morale, and have more creative and capable employees. Staff members can broaden their vision, upgrade their skills, improve their abilities, prepare for change, and take advantage of new career opportunities.

Goals

1. To provide opportunities to expand library skills and knowledge in order to enhance job performance.
2. To provide greater organizational effectiveness through increased awareness among staff of the interrelationships and functions of the various activities and services of the Libraries.
3. To provide training that promotes staff versatility in a work environment that is responsive to changing technology.
4. To provide training that fosters long range development of the individual and the library.

Scope

The Staff Development Program includes opportunities for development through participation in Library sponsored activities and University supported activities, including:

1. In-house training sessions and workshops covering a broad range of skills and topics designed to improve job performance.
2. Programs developed and offered by the Staff Development Board.
3. Committee and task-force work offering opportunities for broadening experience and contributing to library programs.
4. Leadership and leadership development opportunities on committees and task-forces.
5. Workshops and training opportunities on campus supported by the Libraries.
6. Financial support for selected off-campus job-related workshops.
7. Tuition assistance for graduate library school courses.
8. Tuition assistance for job-related courses at other college campuses.
9. Enrollment in University College courses with University provided tuition remission.

Responsibility

Responsibility for the implementation, continuity, and success of the program is shared by individuals and groups within the Libraries:

1. The Staff Development Board is responsible for the planning, coordination, implementation, and evaluation of the program.

2. The Library Administration budgets for Staff Development and periodically reviews broad priorities.

3. Library Department and Unit Heads are responsible for:

   a. Training staff to meet their job responsibilities
   b. Encouraging staff participation in staff development and continuing education activities that support the staff member's and department's goals
   c. Advising individual staff members on career goals and directions
   d. Interpreting staff and career development policies
   e. Promoting employee training and development opportunities
   f. Following up with staff participants in Staff Development activities

4. Supervisors act as information links between staff and Service Heads regarding the staff-development needs and goals of their units. They balance staff development participation with the need to accomplish unit goals.

5. All library staff members have the responsibility to:

   a. Master the skills needed to do their job.
   b. Monitor their own growth and development.
   c. Alert their supervisors to specific training and development opportunities.
   d. Actively participate in such opportunities.

Participation

All library staff members--professional and support; short term and regular status; full and part time--will receive training appropriate to their particular job assignments. All staff are eligible for and encouraged to participate in staff development activities.

Washington University Libraries

STAFF DEVELOPMENT BOARD

Policy Statement

The Staff Development Board provides guidance to Dean's Council on the development needs and desires of staff. The Board works within budget and guidelines set by Dean's Council and under the general guidance of the Director for Administration and Planning.

Tasks

- Identify staff development needs using a variety of methods, e.g. listening to and talking with staff members; creating, testing and administering surveys.
- Set priorities among identified needs.
- Recommend list of prioritized goals to Dean's Council.
- Implement recommendations through task force and individual work in conjunction with Staff Development Officer.
- Participate in trial runs of new training programs.
- Provide sounding board for Staff Development Officer.
- Review selected presentations by potential speakers.
- Evaluate activities and follow-up with recommendations for future action.

Membership

- Every member will be committed to well-rounded and diverse viewpoints. No proportional number of seats is reserved for representatives of any group. Instead, membership is charged with consideration of the variety of needs and desires of all staff.
- Board shall not exceed 7 members including the Staff Development Officer.

- Members must meet the following criteria:
    1. Able to represent the diversity of the staff;
    2. Have completed a minimum of six months employment with Libraries;
    3. Have performance evaluations for preceding two years (or less if employment period is less than two years) that indicates ability to take time away from job for Board duties;
    4. Have approval of supervisor and service head; and
    5. Able to maintain or improve job performance during Board tenure.

- All staff are eligible for consideration, excluding Dean's Council.

- Procedure for filling seats on the first Board, as follows: If qualifications are met, staff members self nominate to Dean's Council. Dean then selects Staff Development Board members.

- Initially, one half of the group will serve for two years and one half for one year, as appointed by the Dean. All subsequent terms of office are two years.

- After the initial appointments, vacancies are filled by staff who:
    1. Meet membership criteria;
    2. Self-nominate to the Board's election committee; and
    3. Receive most votes from staff election/poll.

Structure

- Monthly meetings for regular business

- Meetings for Planning. In coordination with the Libraries' planning cycle, the Board meets annually to help set goals for the staff development program and six months later to review goals and reset priorities.

- Additional meetings as needed to perform trial runs, review speakers, offer input, and so on.

- Task force and individual work outside of meetings.

- Staff Development Officer :
    1. Leads and facilitates meetings;
    2. Works with Board to prepare agenda; and
    3. Represents the Board to Dean's Council.

- Ground rules for meetings requiring consensus agreement, include:
    - ⇒ Anything said within the discussion is confidential and stays within the group.

- ⇒ Conflict is okay. Differences between competing views should be named and understood.
- ⇒ No move is made to solve problems until they are named and agreed upon.
- ⇒ Anybody can ask for clarification at any time.
- ⇒ Anybody can question the process at any time.
- ⇒ Expression of feelings, both positive and negative, is encouraged.
- ⇒ Consensus means that each person is heard and understood and that the decision is **acceptable and supportable** by everyone in the group. It does not mean that the decision will necessarily be each person's preferred decision.

Other

- The Board may amend this Policy with approval of Dean's Council.

STAFF DEVELOPMENT PLAN

Prepared by Steve Savage

Beginning with the assumption that the Library System's most important resource is its staff, it is in the interest of the WSU Library System to extend strategic and improvement planning efforts to the level of the individual employee through staff development efforts. Consequently, this Staff Development Plan has been developed.

I. GOAL:

The WSULS Staff Development Plan will provide an avenue for improving its employees' work performances by establishing a structured, effective, and efficient means of identifying and fulfilling their training and development needs.

II. DEFINITIONS:

A. "Staff development" is used in this Plan as the umbrella term encompassing orientation, training and development.

B. Three types of activities have been identified:

1. "Orientation" is defined as activities and materials used to assist new employees and transfers to adjust to their new work environments.

   Examples include, but are not limited to:

   a. Written materials, both in print and electronic formats
   b. Attending workshops
   c. One-on-one tours and training sessions

2. "Job skills enhancement" and "training"

   a. These two terms are used interchangeably in to refer to activities that teach an employee the knowledge and skills needed to perform as well as possible in the current job. Depending on the nature and classification of individual positions, training can include activities designed for several purposes:

        i. Performing well in the existing position
        ii. Absorbing changing facets of the current position
        iii. Achieving a promotion to a higher level within the present position (such as promotion from Librarian I to II, or obtaining ESS).

    b. Examples of Job Skills Enhancement methods include:

        i. Using written materials, videos, and other materials
        ii. Attending workshops, seminars, and training sessions
        iii. One-on-one and group training sessions
        iv. Peer and mixed-level discussion groups
        v. Instructional sessions offered over the Internet, or other technology-based opportunities.
        vi. Producing written training materials and presenting training sessions

3. "Professional development" and "development"

    a. Both these terms refer to activities that utilize, cultivate, or extend the current knowledge and competencies of employees to help prepare them for tasks and issues beyond the immediate scope of the present position. This includes activities that may:

        i. Assist with obtaining a promotion or transfer to a different position within the University Library System, the University, or the profession.
        ii. Broaden an employee's knowledge of other activities and functions within the profession which are peripheral to the person's current position.

    b. Examples include:

        i. Attending conferences, workshops and seminars
        ii. Providing follow-up activities as outlined in this Plan
        iii. Presenting training or professional development activities
        iv. Service to professional organizations, such as holding office or serving on committees
        v. Attending teleconferences and other technology-based events.

C. Employee groups:

1. Recognizing the complex variety of work and types of jobs within the University Library System, the following categories of employees have been identified as having significantly differing training and development needs. These groups are addressed separately by this Plan.

    a. Administrators/managers/supervisors
    b. Faculty
    c. Librarians
    d. Paraprofessionals
    e. Students
    f. Technical Staff

2. Two additional subgroups with their own training/development needs exist within each of the groups listed above:

    a. New employees
    b. Part-time staff

    Consequently, these subgroups will also be addressed separately.

III. OBJECTIVES:

A. Provide effective orientation and training opportunities for staff members appropriate to the job classification and specific duties of their current positions, and effective development opportunities appropriate to their profession.

B. Provide opportunities for as many staff as are appropriate to benefit from each activity.

C. Support supervisors' efforts to encourage and monitor their employees' orientation, training, and development activities.

D. Systematically assess the effectiveness and appropriateness of activities, and methods used to provide and monitor them.

E. Administer the Staff Development Plan efficiently and effectively.

IV. ACTION ITEMS

A. Objective A: Provide effective orientation and training opportunities for staff members appropriate to the job classification and specific duties of their current positions, and effective development opportunities appropriate to their professions.

1. Due to the wide range of topics to be addressed and the large number of staff who will participate in these activities, a two year cycle will be used. The first such period consists of academic years 1996/97 and 1997/98.

2. Conduct a needs assessment survey of University Library System staff during the second year of each two-year period, to identify specific needs of the designated groups of employees and to assist with updating this Plan.

3. Activities to be provided or supported during the current two-year period are listed in Appendix I. These topics were selected from the lists found in Appendix II, using criteria established in section V.

   Appendix I, therefore, provides the on-going implementation framework, or day-to-day "working document" portion, of this Plan.

4. A detailed list of orientation, training and professional development issues and activities identified by the most recent needs assessment survey is included in Appendix II of this Plan. This list will be updated every other year according to findings from the needs assessment surveys.

B. Objective B: Provide opportunities for as many of the appropriate staff as possible to benefit from each activity.

Use the following methods to accomplish the greatest possible impact from training/development activities:

1. Bring presenters to WSULS, rather than sending individuals to outside activities.

2. Mount internally produced materials used for staff development efforts in the University Library System website, including:

   a. Orientation materials
   b. Strategic plans
   c. Organization charts

   d. Basic descriptions of units and their duties
   e. Basics of widely-used technology (e-mail, NOTIS, etc.)
   f. Formal reports about outside or internal staff development activities, etc.

3. Provide both peer and mixed-level discussion groups, such as Brown Bag lunches, the New Librarians Round Table, etc.

4. Require individuals who attend outside activities to provide appropriate feedback using the following methods:

   a. Formal or informal presentations given after attending outside sessions
   b. Facilitate discussion group
   c. Distribute copies of handouts
   d. Distribute written reports

C. Objective C: Support supervisors' efforts to encourage and monitor their employees' training and professional development efforts.

The Associate Dean's Office will use the following steps:

1. Establish a "continuing education unit" type of system to credit, encourage, and track an employee's staff development activities. This system will be called Continuing Development Units (CDUs).

   More credit will be given for active participation, such as organizing or providing activities, than for passive participation, such as simply attending activities. The following exceptions, however, will not earn CDUs:

   a. Orientation and training activities which are routine duties of a person's job.
   b. Follow-up activities required after attending external staff development activities.

2. Report attendance and CDUs earned to supervisors and attendees after each activity.

3. Solicit feedback from supervisors (including unit Directors and departmental supervisors) about their employees' needs.

4. Submit an annual report of staff development activities to the Dean's Management Group. Include the following:

- a. List of activities, including for each:
    - i. Brief assessment of the quality of each activity
    - ii. Estimates of benefits from each activity.
- b. Any recommendations for changes to the Plan for the next year.

D. Objective D: Systematically assess the effectiveness and appropriateness of activities provided, and methods used to implement and monitor the Staff Development Plan.

1. The Associate Dean's Office is responsible for ensuring that evaluation methods are used for each staff development event, and for consulting relevant evaluations of past activities while planning future ones.

2. For each sponsored activity, include an evaluation form appropriate to that event.

3. Use a simple rating system for all activities (this must coordinated with the evaluation forms).

4. Ensure that outside presenters who use their own evaluation forms provide copies of the evaluations for WSULS files.

5. Maintain a file of brief summaries for each activity:

    - a. Include in each activity's brief summary:
        - i. Conclusions from evaluations
        - ii. Comparison of the number of employees that benefited from the event with an estimate of the number of potential benefitees.
        - iii. Comparison of this information with goals from WSULS the strategic plans.
    - b. Organize the file of evaluations according to broad topic categories.

5. Consult this file before asking a presenter to give more sessions.

E. Objective E: Administer the Staff Development Plan efficiently and effectively.

1. Delineation of responsibilities:

   Staff development efforts for the University Library System require a partnership of administrators, supervisors, and employees:

   a. The WSULS administration's staff development responsibilities include:

      i. Providing internally created activities.

      ii. Supporting participation in external activities, such as employees' attendance at workshops and conferences and participation in professional organizations.

      iii. Emphasizing the supervisor's role as mentor, including considering performance in this role during the supervisor's evaluations.

      iv. Placing ultimate responsibility for the Staff Development Plan and its implementation in the Associate Dean's Office.

   b. Associate Dean's Office and Project Management Office

      With specific responsibility residing in the Project Management Office, the Associate Dean's responsibilities include:

      i. Ensuring the Staff Development Plan is kept relevant and updated, by consulting with:

         - The Dean
         - The unit Directors, both individually and through the Directors Management Group
         - The staff, through the Staff Development Advisory Council

      ii. Implementing this Plan

      iii. Organizing training/development activities

   iv. Ensuring evaluative tools are systematically used for sponsored activities.

   v. Coordinating activities provided by WSUL units and individuals, such as those provided by Systems, maintaining appropriate training/development materials in the staff-only portion of the WSUL website, etc.

   vi. Serving as a conduit for external sources of information and activities

   vii. Providing an annual report of Staff Development activities and other related information (as needed) to the Dean and unit Directors. The report will be submitted each Fall Semester and will cover the previous academic year.

c. Supervisors' responsibilities consist of:

   i. Supporting, encouraging, and/or requiring (as appropriate) employees to take advantage of training and professional development opportunities, including approving release time from primary duties to attend, plan, and present activities.

   ii. Encouraging and mentoring employees with planning their own professional development path.

   iii. Monitoring and evaluating employees' training and professional development activities, and follow-up activities required of them.

d. Employees' responsibilities entail:

   i. Working with supervisors to effectively plan for their own training and professional development needs.

   ii. Taking advantage of staff development opportunities provided through the WSULS Staff Development Plan, University resources, and appropriate activities outside the WSU.

   iii. Applying new knowledge gained from these activities.

iv. Sharing this new knowledge with other WSULS staff who have similar interests or responsibilities.

v. Providing training or professional development activities to other staff as called upon by the Staff Development Plan and as approved by supervisors.

e. The Staff Development Advisory Council responsibilities consist of assisting the Associate Dean with implementing, monitoring, and updating the plan as needed.

i. The Staff Development Advisory Council consists of eight staff members:

- Associate Dean, as Administrative Liaison
- Project Coordinator; as Chair of the Council
- Six people elected annually by a system-wide vote, with one representative elected from each of the following groups:
    - Administrators/managers/supervisors
    - LISP Faculty
    - Librarians
    - Technical Support Staff
    - Library Support Staff
    - Administrative Support Staff

ii. Specific responsibilities of the Council include assisting with:

- Conducting needs assessment surveys
- Identifying resources used to provide activities
- Communicating with the staff at large about the Staff Development Plan

f. Units and individuals with specific experience or duties

Staff members who have sufficient expertise with specific topics are responsible for providing those orientation, training and development activities as needed. This may include presenting activities, or organizing those presented by others.

Examples:

Topic	Staff
E-mail, Application programs, Basic computer skills	Systems, Computer Support Team, Any staff member with extensive experience with specific programs
Public access databases	Public service units, Systems
Fundraising	Development Officer
Personnel policies	Human Resources staff
Strategic plans	WSUL administration, Unit Directors

2. Utilization of resources

Methods used to realize the greatest benefit from limited resources include:

a. Give preference to bringing speakers to campus in order to address as many employees as possible, rather than sending employees to outside events which involve significant costs.

b. Use local and regional resources, such as other University staff, the Michigan Libraries Consortium, and professionals at other nearby institutions.

c. Use internal employees whenever possible, particularly with topics that need to be repeated frequently.

d. Internal employees should be trained as presenters/ facilitators for the Core Issues (see section V.B).

e. Employees are encouraged to seek funding outside the Library System, including other University sources, whenever possible.

f. When University Library System funds are being used to fund travel to conferences and workshops, preference should be given to events which will provide the greatest possible benefit to the System.

Follow-up activities to be used after attending funded events will be significant factors in making these determinations.

V. SCHEDULE OF ACTIVITIES

A. As described above in section IV.A, topics to be addressed during each two-year period will be selected from those identified by the most recent staff needs assessment survey, using the following criteria:

1. Priorities indicated by the needs assessment surveys
2. Length of time since the last staff development activity covering the topic
3. Consultation with DMG
4. Available staff, financial, space and equipment resources

B. Core Issues

The topics listed below are considered fundamental to the performance of individual employees and the Library System as a whole. Consequently, they are categorized as Core Issues and training activities for them will be provided at least annually, during no-conflict times. All new employees, including students, will be required to attend. These topics include:

1. Sexual harassment/assault
2. Diversity issues
3. Basics of being a good employee
4. Supervisory skills

C. Additional activities will be provided each year as new opportunities become available and as employees provide follow-up activities after attending external events.

Appendix II.A. Activities sorted by staff group

STAFF GROUP	CATEGORY	ACTIVITY
ALL STAFF	MATERIALS	Checklist about library system
		Checklist about unit
		Checklist about WSU
		Departmental procedures manual
		Packet about E-mail
		Packet about library system
		Packet about unit
		Packet about WSU
		Written documents, videos, packets, etc.
	METHODS	Attend conferences, workshops, etc.
		Being mentored
		Bring in outside experts: colleages from other institutions
		Brown bag luncheon
		Conduct research
		Create documents, videos, packets, etc.
		Discussion, exchange
		Distribute handouts from activities
		External committee work
		Formal presentations
		Hands-on training sessions
		Initial job training
		Load staff development materials in ULS website
		Mixed-level discussion groups
		Organize activities
		Peer discussion groups
		Present activities
		Reading the professional literature
		Self-management/planning
		Tour of library system
		Tour of unit
		Tour of WSU campus
		Use written documents, videos, packets, etc.
	TOPICS	Advanced Microsoft Access
		Advanced Microsoft Excel
		Advanced Microsoft Word
		Advanced WordPerfect

STAFF GROUP	CATEGORY	ACTIVITY
ALL STAFF	TOPICS	Basic Microsoft Access
		Basic Microsoft Excel
		Basic Microsoft Word
		Basic WordPerfect
		E-mail
		Expectations training
		Human diversity
		Interactive management
		Planning skills
		Powerpoint & other presentation methods
		Public service skills
		Quest
		University rules, policies, procedures, services
		Voice mail
		Windows
ADMIN./MGR./SUPERVISORS	MATERIALS	Professional readings
		Travel policies/procedures
	METHODS	Bring in outside experts: vendors
		Cross-train
		Extend peer group to other WSU units
		Focus (software) training
		Mentoring (for both mentors and mentees)
		Problem solving exchange
		Vendor presentations
		Workshops on new developments
	TOPICS	Accounting
		APPM and Executive Orders
		Basic Internet training
		Budget management
		Copyright compliance
		E-mail conferencing
		Editing
		Fund raising
		Grant writing
		Grant/contract administration
		Hiring/developing employees
		Leadership training
		Legal/contract development
		Manuscript acquisition
		Marketing

STAFF GROUP	CATEGORY	ACTIVITY
ADMIN./MGR./SUPERVISORS	TOPICS	Meeting efficiency
		Mentoring (for both mentors and mentees)
		Multi-media resources (video, CD-ROM, etc.)
		Negativity training: dealing with difficult people
		NOTIS
		Production design
		Purchasing policies/procedures
		Supervising
FACULTY	MATERIALS	Professional readings
		Travel policies/procedures
	METHODS	Mentoring (for both mentors and mentees)
	TOPICS	Advanced Internet training
		Advising
		Assessment
		Basic Internet training
		E-mail conferencing
		Grant writing
		Grant/contract administration
		Mentoring (for both mentors and mentees)
		Multi-media resources (video, CD-ROM, etc.)
		NOTIS
		Scholarly effectiveness
		Teaching content
		Teaching enhancement
LIBRARIANS	MATERIALS	Professional readings
		Travel policies/procedures
	METHODS	Cross-train
		Extend peer group to other WSU units
		Membership in professional associations
		Mentoring (for both mentors and mentees)
		Problem solving exchange
		Seminars (broad prof. issues)
		Vendor presentations
		Workshops on new developments
	TOPICS	Advanced Internet training
		Basic Internet training
		Copyright compliance
		E-mail conferencing
		Grant writing
		Grant/contract administration

STAFF GROUP	CATEGORY	ACTIVITY
LIBRARIANS	TOPICS	Hiring/developing employees
		Leadership training
		Meeting efficiency
		Mentoring (for both mentors and mentees)
		Multi-media resources (video, CD-ROM, etc.)
		Negativity training: dealing with difficult people
		Supervising
		Teaching content
PARAPROFESSIONALS	MATERIALS	Packet about voice mail
		Professional readings
		Travel policies/procedures
	METHODS	Conference participation, eg. ALA
		Cross-train
		Membership in professional associations
		Mentoring (for both mentors and mentees)
		Networking
		Skills training unrelated to specific job
		Workshop participation, eg. teleconference
	TOPICS	APPM and Executive Orders
		Basic Internet training
		Leadership training
		Meeting efficiency
		Mentoring (for both mentors and mentees)
		Negativity training: dealing with difficult people
		New/changed policies
		New/changed procedures (time exception reports, etc.)
		NOTIS
		Supervising
PART-TIME EMPLOYEES	MATERIALS	Travel policies/procedures
	METHODS	Workshops on new developments
	TOPICS	Negativity training: dealing with difficult people
		NOTIS
		Purchasing policies/procedures
STUDENT ASSISTANTS	METHODS	Cross-train
		Extend peer group to other WSU units
		Problem solving exchange
	TOPICS	Clerical training: office procedures
		Multi-media resources (video, CD-ROM, etc.)
		NOTIS
		Unit training: specific job responsibilities

BEST COPY AVAILABLE

STAFF GROUP	CATEGORY	ACTIVITY
STUDENT ASSISTANTS	TOPICS	Unit training: unit procedures
TECHNICAL SUPPORT STAFF	MATERIALS	Manuals/guides
		Professional readings
	METHODS	Classes, including toward degrees
		Cross-train
		Extend peer group to other WSU units
		Free seminars/workshops (local)
		Membership in professional associations
		Membership in technical user groups
		Peer training
		Problem solving exchange
		Release time
		Vendor presentations
		Workshops on new developments
	TOPICS	Basic Internet training
		Certification
		Copyright compliance
		Currency
		E-mail conferencing
		Funding
		Internet sources
		Multi-media resources (video, CD-ROM, etc.)
		Primary duties from supervisor
		Seminars (broad prof. issues)
		Supervising

Appendix II.B. Activities sorted by Materials, Methods, Topics

CATEGORY	ACTIVITY
MATERIALS	Checklist about library system
	Checklist about unit
	Checklist about WSU
	Departmental procedures manual
	Manuals/guides
	Packet about E-mail
	Packet about library system
	Packet about unit
	Packet about voice mail
	Packet about WSU
	Professional readings
	Travel policies/procedures
	Written documents, videos, packets, etc.
METHODS	Attend conferences, workshops, etc.
	Bring in outside experts: colleages from other institutions
	Bring in outside experts: vendors
	Brown bag luncheon
	Classes, including toward degrees
	Conduct research
	Conference participation, eg. ALA
	Create documents, videos, packets, etc.
	Cross-train
	Discussion, exchange
	Distribute handouts from activities
	Extend peer group to other WSU units
	External committee work
	Focus (software) training
	Formal presentations
	Free seminars/workshops (local)
	Hands-on training sessions
	Initial job training
	Load staff development materials in ULS website
	Membership in professional associations
	Membership in technical user groups
	Mentoring (for both mentors and mentees)
	Mixed-level discussion groups

CATEGORY	ACTIVITY
METHODS	Networking
	Organize activities
	Peer discussion groups
	Peer training
	Present activities
	Problem solving exchange
	Reading the professional literature
	Release time
	Skills training unrelated to specific job
	Tour of library system
	Tour of unit
	Tour of WSU campus
	Use written documents, videos, packets, etc.
	Vendor presentations
	Workshop participation, eg. teleconference
	Workshops on new developments
TOPICS	Accounting
	Advanced Internet training
	Advanced Microsoft Access
	Advanced Microsoft Excel
	Advanced Microsoft Word
	Advanced WordPerfect
	Advising
	APPM and Executive Orders
	Assessment
	Basic Internet training
	Basic Microsoft Access
	Basic Microsoft Excel
	Basic Microsoft Word
	Basic WordPerfect
	Budget management
	Certification
	Clerical training: office procedures
	Copyright compliance
	Currency
	E-mail
	E-mail conferencing
	Editing
	Expectations training
	Fund raising

CATEGORY	ACTIVITY
TOPICS	Funding
	Grant writing
	Grant/contract administration
	Hiring/developing employees
	Human diversity
	Interactive management
	Internet sources
	Leadership training
	Legal/contract development
	Manuscript acquisition
	Marketing
	Meeting efficiency
	Mentoring (for both mentors and mentees)
	Multi-media resources (video, CD-ROM, etc.)
	Negativity training: dealing with difficult people
	New/changed policies
	New/changed procedures (time exception reports, etc.)
	NOTIS
	Planning skills
	Powerpoint & other presentation methods
	Primary duties from supervisor
	Production design
	Public service skills
	Purchasing policies/procedures
	Quest
	Scholarly effectiveness
	Self-management/planning
	Seminars (broad prof. issues)
	Supervising
	Teaching content
	Teaching enhancement
	Unit training: specific job responsibilities
	Unit training: unit procedures
	University rules, policies, procedures, services
	Voice mail
	Windows

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

GUIDELINES

GUIDELINES FOR TRAINING AND STAFF DEVELOPMENT

The management of the Northwestern University Library actively encourages the development of new skills and knowledge across the organization. The following guidelines clarify staff participation in any training and development opportunities offered by the University either by the Library or another unit within the University such as Human Resources or Academic Computing and Networking Services.

TRAINING AND DEVELOPMENT DEFINED

TRAINING is the process by which employees are provided with the knowledge and skill necessary to perform specific tasks effectively. It consists of departmental training, library in-house training, and training offered through the University.

DEVELOPMENT provides employees the opportunity to develop increased skills, understanding, and awareness of library-related processes and issues. It also provides opportunities for employees to pursue professional and career related interests which may not be directly related to specific assignments but will enhance job effectiveness and satisfaction and provide the possibility for growth within the Library and the University.

AVAILABLE TRAINING

All staff are eligible to participate in any training either offered in house or by the Human Resources Training Division. Training is also available for employees through the University Human Resources Training Division and through the Library Computer Training Committee.

EMPLOYEE GUIDELINES FOR TRAINING AND DEVELOPMENT

1. Employees should expect to receive any training necessary to perform assigned duties.

2. Employees who have completed six months of employment and are performing their assigned duties in a satisfactory manner are eligible for staff development activities.

3. Participation in in-house staff development activities may be limited by individual departmental scheduling needs, such as person working in public services departments.

4. Participation in staff development activities for which a fee is paid for by the Library will be limited by staff development funds available and may be limited to no more than two activities per calendar year per employee.

5. Staff who wish to fund their own participation in University sponsored training programs may do so with the approval of their supervisor. Such participation may be limited by individual departmental needs.

GUIDELINES FOR SUPERVISORS

1. All supervisors should insure that employees receive training that is necessary to perform assigned duties whether the training is given by the Library or by Human Resources or other units of the University.

2. New supervisors (exempt as well as non-exempt) should be encouraged to take Supervisory Skills Training Program even within their six month probationary period.

3. Supervisors should encourage employees who have completed six months of continuous employment and who are performing in a satisfactory manner** to take advantage of other training which may not be directly related to current assigned duties, provided such training does not interfere with activities of the department.

4. Supervisors should be flexible and supportive in providing release time for such training.

5. Supervisors should insure that training activities are available for all staff and are encouraged to use the annual Performance Evaluation to identify potential training activities.

**As defined in the Performance Evaluation form.

STAFF DEVELOPMENT COMMITTEE GUIDELINES FOR TRAINING AND DEVELOPMENT

1. Should there be a large number of persons applying to take specific Human Resources Training, the Staff Development Committee and the Personnel Librarian will investigate the possibility of providing this training in house.

2. The Staff Development Committee will monitor participation in training activities and will issue an annual report in *The Lantern's Core*.

APPLICATION PROCESS FOR PARTICIPATION IN TRAINING

1. Requests for training requiring funding should be submitted to the Personnel Librarian with prior supervisory approval.

2. Copies of requests for training will be filed in the Library Personnel Office.

GUIDELINES FOR THE PERSONNEL LIBRARIAN

1. The Personnel Librarian will serve as a resource for persons interested in staff development opportunities.
2. Records of staff development participation will be kept in the Library Personnel Office.

Draft 8/4/93

NORTHWESTERN UNIVERSITY LIBRARY

UNIVERSITY LIBRARIES
UNIVERSITY AT ALBANY, SUNY

STAFF DEVELOPMENT & TRAINING IN THE UNIVERSITY LIBRARIES

In the Libraries current *Strategic Plan*, the Libraries reaffirmed the goal of recruiting, developing and nurturing an excellent and diverse staff and providing each member of the staff with continuous professional development and training opportunities. Not only is this goal important to the success of any vital organization, it is especially critical to the success of an organization in the process of transformative change, the process in which the Libraries' staff has been engaged for several years. The following document is intended to provide a framework and guidelines for the accomplishment of the above goal and to assign responsibilities for outcomes.

PRINCIPLES

The thinking in this document is based on the following principles:

1. For training in new technologies and applications, support should be available as close to the user as possible.
2. Library staff in each division can be trained to serve as resident experts and assist colleagues to learn specific applications and processes. There will, of course, be times when a library-wide approach to training will be more efficient and cost-effective than a divisional approach.
3. Library systems staff are responsible for training (or arranging for training) the trainers, when new technologies and new equipment are introduced.
4. The Library Personnel Officer will continue to play a key role in the provision of staff development and training.
5. These roles and responsibilities will be reviewed at least annually and revised as necessary to reflect changes in our environment and our current needs.

THE DIRECTOR'S ROLE

The Director is assigned the responsibility to :

1. Oversee and coordinate program implementation and address areas of concern.
2. Allocate funds to respond to identified training needs.
3. Allocate staffing resources to address training needs.
4. Ensure the evaluatation of the effectiveness of program implementation.

THE ROLE OF ASSISTANT DIRECTORS/DEPARTMENT HEADS

Assistant Directors/Department Heads (or their designees at the level of supervisor) are assigned the responsibility to:

1. Orient employees to job responsibilities, to library divisions, and to the University.
2. Train employees to perform job responsibilities effectively and assess performance periodically.
3. Assess annually staff training needs to improve immediate job skills, and/or for new job responsibilities and develop a plan to address training needs.
4. Designate staff and allocate adequate time for them to serve as **resident experts** to assist divisional staff to learn basic word processing, e-mail and voice mail packages. These responsibilities would be included in staff job descriptions or performance programs and would be supported with appropriate training.
5. When possible, provide training to improve immediate job skills, and/or for new job responsibilities.
6. Address needs for cross training within the division, as well as vendor-related training specific to department/division.
7. Train employees on ADVANCE (this responsibility could be shared by several staff members), special clients (e.g. RLIN for Windows).
8. Develop written procedures and policies as needed.

THE ROLE OF LIBRARY SYSTEMS DEPARTMENT PERSONNEL

The Head of Library Systems and personnel in that department have special knowledge and skills that they can teach other library employees. In general, their responsibilities for staff development are to:

1. Train for the introduction of new technology options, new equipment and software.
2. Train library staff how to troubleshoot for their own work environment.
3. Train library staff how to use basic telecommunications software, e.g. kermit, telnet, WinQVT.
4. Train library staff to make changes to their own PC environment in "non-restricted" areas, and, at their option, to install their own software.
5. Respond to Help Requests from library staff.
6. Verify that training facilities have needed hardware and software for training sessions and that everything works

THE ROLE OF THE NETWORK SERVICES LIBRARIAN

1. Train library staff who need to know HTML.
2. Assist staff to develop work-related home pages.
3. Instruct (with assistance from other library staff as well) in the effective use of the Internet, including World Wide Web browsers; research strategies, and the evaluation of Internet resources.
4. Train User Services staff in the effective instruction of Internet related topics.
5. Instruct in the integration of network resources into desktop applications.
6. Train in the use of LAN applications and resources across library LANS.

THE ROLE OF THE INTERACTIVE MEDIA PROFESSIONALS

1. Train library staff on general operation/functionality of multi-media packages.
2. Train library staff (as needed) in the effective use of specific authoring software.
3. Train library staff to do digital scanning, including image, video and text OCR.
4. Train library faculty (as needed) in the evaluation of electronic media (Media Librarian's responsibility).
5. Train library staff in the use of LAN-based applications.
6. Train library staff in the use of operating systems, e.g. DOS, MAC, Windows 95, WindowsNT. Publicize and circulate instructional media titles which can be used independently for staff training and development.
7. Train students enrolled in CSI 198 to do microcomputing consulting in the IMC. They can also serve as "resident experts" and be available for staff consultation.

THE ROLE OF THE ELECTRONIC RESOURCES LIBRARIAN (DEWEY LIBRARY)

1. Coordinate the introduction and/or purchase of new computing equipment and software with Library Systems. Advise the Dewey Library Assistant Director on this function and train Dewey Library staff on new equipment and software.
2. Train Dewey Library staff to install and/or troubleshoot software and hardware on their desktop machines.
3. Act as a resource person for staff and coordinate instruction session on the use of the Internet and other electronic resources for staff.

THE ROLE OF THE LIBRARY PERSONNEL OFFICER

1. Train in the evaluation and supervision of employees.
2. Provide general training sessions on effective interactions with the public.
3. Train library supervisors to write good performance programs and accurate evaluations.
4. Train for specific PC applications, including at present:
    a. database management
    b. Excel and spreadsheet applications
5. Coordinate e-mail and voice mail training for new employees.
6. Disseminate information to all staff on staff development opportunities of all types and coordinate participation as necessary.

THE ROLE OF THE COORDINATOR OF USER EDUCATION

1. Work closely with the Coordinating Committee to maximize and coordinate efforts and make best use of human resources.
2. Train library faculty and staff in effective pedagogical and instructional techniques to improve their teaching ability and skills.
3. Regularly distribute the schedule of Electronic Information classes to all library staff to keep them informed of regular instructional opportunities.
4. Work with Coordinating Committee and others on scheduling of training sessions and coordinating the scheduling of training facilities.

THE ROLE OF THE COORDINATING COMMITTEE ON STAFF DEVELOPMENT & TRAINING

All committee activities should include identifying needs working with providers to adapt content to meet needs, arranging delivery of instruction and evaluating the effectiveness of training and reporting on results.

1. Maintain an electronic "Resident Experts" directory for the University Libraries which identifies areas of expertise and levels of availability for teaching and training.
2. Coordinate training for new library systems and services that have cross-divisional impact, e.g. new modules of ADVANCE, introduction of a new LAN applications.
3. Coordinate training on new software options or upgrades that have cross-divisional impact, eg. Windows or other software packages when they are new to the libraries.
4. Coordinate training on new equipment that is implemented in more than one library division.
5. Work with other library or external groups to arrange general staff development sessions on topics such as time management, managing change, handling technostress, etc.
6. Work with Library Systems staff to coordinate hardware and software availability for training sessions.
7. Work with the Coordinator of User Education to ensure coordination of scheduling of human resources and physical facilities.
8. Work closely with Assistant Directors and meet with them periodically to review needs, plans, progress and effectiveness of training and to avoid duplication of efforts.

Staff Development and Training
University of Washington Libraries

University- and Libraries-Sponsored Training and Development Guidelines for Libraries' Staff

1992

Types of Training and Development

These guidelines address the following types of training:

1. University-sponsored staff training and development programs (non-credit) as offered by UW Training and Development, UW Medical Center Organization Development and Training Office, Harborview Medical Center Training and Employee Development Office, Computing and Communications, Environmental Health and Safety, Crime Prevention Unit, UW Extension (non-credit), and other such units. Other University departments may periodically offer classes which may be considered under these guidelines.

2. Libraries-sponsored training and development programs.

3. For training and development opportunities not sponsored by the University or Libraries, refer to Guidelines for Library Staff Travel (UW Libraries, Personnel Policies and Procedures, Section L. No.1, Dec. 1, 1978).

Release Time

For University-sponsored training and development, the University Release Time policy will apply (Appendix A). Full-time employees are allotted 96 hours per year (July 1-June 30) to be interpreted as a maximum of 24 hours per quarter. More than 24 hours of release time may be granted to an employee in one quarter as long as the maximum yearly allotment is not exceeded. Travel time to and from classes is in addition to the 96 hours. Part-time employees are allotted release time on a pro-rated basis. Student hourly employees are not eligible for funding for University-sponsored training. They will be paid at their regular hourly rate when attending Libraries-sponsored training.

For Libraries-sponsored (Libraries' Staff Development or any Libraries' unit) training and development, employees should be granted release time whenever staffing needs allow. Time release for Libraries-sponsored programs does not count in the 96 hours per year allotment for University-sponsored courses.

Types of Support Available

Within budgetary limitations, support for training and development includes published course fees or lab fees.

Criteria for Support

Full funding support will be recommended for an employee when the supervisor deems training to be necessary to the performance of assigned responsibilities.

Release time and funding can be recommended by the supervisor at the following levels:

Level 1	Release time only; not directly related to assigned responsibilities; or, long-range development and personal growth.
Level 2	*Release time plus Level 2 funding: important to performance or improvement of performance of assigned responsibilities; or, personal growth broadly related to responsibilities or career development.
Level 3	*Release time plus Level 3 funding: necessary to the performance of assigned responsibilities.

*The Staff Development Advisory Committee, working with the Staff Development Coordinator, will recommend percentage levels of funding.

Procedures

Libraries-sponsored training and development

An employee wishing to attend a Libraries-sponsored activity need only secure the supervisor's verbal approval for release time.

In all cases, it is the supervisor's responsibility to evaluate the effect of release time and to assure that the absence will not create an adverse impact on the operation of the unit.

University-sponsored training and development

Staff members who wish to apply for development or training fund support and/or release time, must fill out an application and refer it to their supervisor.

The supervisor reviews the application, makes a recommendation for release time and funding, and forwards it to the next appropriate supervisory level for a recommendation.

The application is then forwarded to the appropriate Assistant/Associate/Deputy Director for a recommendation.

In addition to the general information required on the application, applicants and supervisors/managers at each level should make a qualitative statement about the value of the training. All statements on the application should be definite enough so that the Director of University Libraries can use them to assist in evaluating the individual requests in relation to the total requests.

The Director of University Libraries (or his/her designee) will either approve or disapprove requests for training and development. If approved, a copy will be sent to the Staff Development Coordinator. Page 1 of the application will be kept on file for two years for purposes of budget, statistics and planning. The applicant will receive a copy of the application with the final recommendation.

Once an Application for Library Development and Training is submitted, it must go through the entire procedure. A negative decision at any stage does not stop the request from proceeding to the next stage. Requests may be withdrawn by an applicant; notice should be given to the Staff Development Coordinator at least two weeks prior to training so that refunds may be obtained from the appropriate University unit and funds may be redistributed. This time limit does not apply to emergency cases.

APPENDIX A - REVISED

Release Time for University-Sponsored Training and Development Programs

SECTION 1. Purpose of Programs and Participant Eligibility

As a major employer, the University offers a range of training and development programs to assist employees in learning new job skills, improving job performance, and increasing promotional opportunities. Training and development classes are available to all regular full-time or part-time employees.

Training programs are offered by the following units: Training and Development, University of Washington Medical Center Organization Development and Training Office, Harborview Medical Center Training and Employee Development Office, Computing and Communications, and Environmental Health and Safety. Other University departments may periodically offer other specialized classes. Questions regarding the applicability of the release time policy may be referred to the appropriate training and/or personnel office.

The University also offers full-time professional and classified staff employees the opportunity to participate in a tuition exemption program whereby regular University classes may be taken for credit. Release time for participation in the tuition exemption program is at the discretion of the department head. (See University Handbook Volume IV-Chapter 14 p.52 Tuition Exemption).

SECTION 2. Application Procedures

Applications for training and development programs are available from the sponsoring training office and the area personnel offices. When an employee desires to register for a training course which is held during employee's regularly scheduled working hours, the application must be reviewed and signed by that supervisor to indicate that release time has been approved. In reviewing employee training requests, supervisors should consider factors including employee development interests and needs as well as unit staffing requirements. The employee must then submit the completed application to the appropriate training office.

In the event staffing needs require denial to an employee's request to attend classes, or unanticipated departmental staffing needs preclude employees from attending classes as previously approved, the employee should be permitted to attend the course the next quarter it is offered.

SECTION 3. Definition and Use of Release Time

Release time is defined as that time during which an employee is released from normal work duties and compensated at the regular rate of pay to attend training and development programs designed to assist in developing and/or improving job skills. Employees accepted for one of these programs will be provided release time necessary to participate in the training program up to a maximum of 24 hours per quarter plus the travel time to and from class. Regular part-time employees are eligible to participate in training and development classes with release time prorated according to their work schedules (e.g., and employee working a 50% schedule is eligible for a maximum of 12 hours release time per quarter). Employees who are not scheduled to work during the time a course is offered may participate in the course; however, no compensatory time off or additional compensation will be allowed.

Management-directed training is not included in this limitation on release time.

INSTRUCTIONS FOR APPLICATION FOR TRAINING AND DEVELOPMENT OPPORTUNITIES

- Fill out the registration form for the class, seminar, or workshop that you want to take. These are found at the back of the UW Training and Development and C & C catalogs. It may be in a brochure or announcement for an off-campus event.
- Fill out an Application for Training and Development Opportunities.
- Make a copy of each form for your records.
- Give your registration form and application form to your supervisor who will discuss level of funding with you and send the forms up the line to the appropriate Assistant/Associate Director. The signature of the Director of Libraries is necessary for any request over $200.00.
- You will receive a copy of your application form back with approval (or disapproval) from the Staff Development and Training Office. The Libraries Budget Office will receive a copy.
- **On-campus classes:** The Libraries Budget Office will complete the budget portion of the registration form and forward it to the appropriate campus training facility. For partially funded classes, the Libraries Budget Office will complete and send in the registration form only if the applicant's personal check for the non-funded portion is attached. If a personal check is not attached, the completed form will be returned to the applicant to be sent in after the check is attached. The Libraries Budget Office processes and forwards all registration forms within 1-2 working days of receipt. If you submit a late application and don't receive your approval until a week or less before the start of the class, contact the training facility to confirm that you have been registered for the class.
- **Off-campus continuing education:** It is your responsibility to register. Registration fees can be paid directly to the organization sponsoring the event or to you after you have paid for it. If you want the Libraries to pay the registration directly, find out if a purchase order from the University is acceptable and contact Tasha Taylor(tktaylor@u or 5-3985). If you want the Libraries to send a check for registration, remember that it takes 3-4 weeks for a check to be issued. If you are traveling to a continuing education event and would like funding for travel **and** registration, you must submit **both** the "Application for Libraries Travel" and the "Application for Training and Development Opportunities".
- You do not need to wait until after you have taken the class to claim reimbursement for registrations. If you pay for registration yourself and are to be reimbursed, send the receipt to Tasha. If you did not get a receipt, send Tasha a note indicating the cost of the registration and that you did not get a receipt. She will then prepare a certificate of payment for your signature that is used in lieu of a receipt.
- **Travel.** Travel is not covered by the Staff Development and Training budget. Requests for travel must be made using the "Application for Libraries Travel," which is available from Administration. If you are traveling to a continuing education activity and would like funding for travel and for registration, you must submit **both** the "Application for Library Travel" and the "Application for Training and Development Opportunities".
- Attend the class.

NOTE: For complete guidelines regarding training and development funding and release time, refer to UW Libraries Personnel Policies and Procedures, Section M, No. 2, Feb. 11, 1992.

Call Elaine Jennerich (5-1464) in Libraries Staff Development or e-mail jenneric@u. if you have any questions or would like more copies of this application. The application is also available through the Staff Development and Training Web page at http://weber.u.washington.edu/~staffdev/.

Do not submit instruction sheet with application.

UNIVERSITY OF WASHINGTON LIBRARIES
APPLICATION FOR TRAINING AND DEVELOPMENT OPPORTUNITIES

Read instructions before completing. Do not submit instruction sheet with application.

NAME ______________________ **UNIT** __________ **DATE** ________

1. **CLASS/WORKSHOP/TRAINING:**

Title ______________________________________

Sponsoring Organization ______________________________

Date(s) ____________ Time of Attendance ____________ Cost ______

2. **LEVEL OF REQUEST (There are 3 levels available-check one)**

_____ Level 1: Release time only; not directly related to assigned responsibilities; or, long range development and personal growth, or training is free.

_____ Level 2: Release time and partial* funding; important to performance of, or improvement of performance of, assigned responsibilities; or, personal growth broadly related to responsibilities or career advancement. *Current funding level is 50%.

_____ Level 3: Release time and 100% funding; necessary to the performance of assigned responsibilities.

3. Amount of release time you are requesting __________

Dollar amount you are requesting ______________

4. **Describe your specific reasons for wanting to participate and the expected value of the training:**

____

Applicant signature and date

Assistant/Associate/Deputy Director:

Amount of release time approved: __________

Dollar amount approved: __________

____

Signature and Date

Forward to Libraries Staff Dev. or, if request is $200 or more, forward to Director of Libraries.

Libraries Staff Development and Training

____ **Charge to budget #:** __________

____ **Reimbursement:** __________

____

Signature and Date

Supervisor: Evaluation and recommendation (Be specific in your evaluation and recommendation: include funding level recommended and expected value of training).

Signature and date

Next Level Supervisor: Evaluation and recommendation

Signature and date

Forward to appropriate
Asst./Assoc./Deputy Director

****

Director of Libraries(only for requests of $200 or more)

Director signature and date
Forward to Libraries Staff Dev. & Training

Staff Development and Training
University of Washington Libraries

UW

Interdepartmental Correspondence

Date: January 24, 1997

To: Staff, University Libraries

From: Betty G. Bengston , Director of University Libraries

Subject: Staff Development Program for Supervisors 1997 (rev.)

The Human Resources component of the University Libraries Mission and Strategic Plan emphasizes the development and retention of a quality staff, the need to enhance expertise in an environment of rapidly-changing technologies, and the need to improve internal communications within the Libraries. Supervisors at every level play a critical role in accomplishing these goals. Supervisors who are well-trained and consistently improve their skills can only enhance motivation and communication among our staff.

For purposes of this program, supervisor is defined as any individual having authority to recommend, in the interest of the Libraries, to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, or discipline other employees...(WAC 251-01-395). "Other employees" include classified staff, professional staff, librarians, and student employees. Library administrators and managers are considered to be supervisors.

1. Supervisors who have been supervising for less than two years or are new to the University are to complete both "Role of the Supervisor" and "Evaluating and Managing Employee Performance," either when they are offered by the Libraries or from UW Training and Development. The cost of the classes, if taken at UW Training and Development, will be paid by the Libraries.
2. Supervisors who have been supervising in the Libraries for more than two years are to complete at least one class every other year, either offered by the Libraries or through UW Staff Training and Development. While the completion of a class every two years is required, supervisors are encouraged to upgrade their managerial and communication skills by taking a class every year. A year is one calendar year.
3. The class taken by supervisors must be appropriate for strengthening supervisory skills and should generally be taken from the clusters of classes

listed in the UW Training and Development catalog under Supervisory and Management Tools, Supervisory Series, or Communications.

Other appropriate on- or off-campus classes may be substituted. The cost of a class taken on-campus will be paid by the Libraries. Funding for off-campus classes must be applied for through Libraries Staff Development and Training, travel funds, or a combination of the two.

4. Libraries Staff Development and Training will offer several supervisory skills classes each year so that supervisors may take appropriate classes in-house. This will also help to reduce overall costs. Libraries Staff Development and Training will periodically conduct a brief survey to determine which classes supervisors would prefer to have the libraries offer.

5. Each individual's program of training should be monitored by that individual's supervisor.

Questions about this program are to be addressed to Elaine Jennerich, Staff Development and Training Coordinator, jenneric@u or 5-1464.

ANNUAL REPORTS

Transitions: Learning to Change

The UBC Library's Staff Training and Development Program
Annual Report 1995/6 for the Year Ending March 31

By Margaret Friesen
Staff Training and Development Coordinator

In its fourth year, the staff training and development program continued to build on last year's goal to help staff to deal with changes in information technology and organizational restructuring. One of the lessons learned was that techniques for adapting to change are applicable at both the personal and organizational level.

Fifty percent of the $60,000 budget was spent on support for learning information technology of all kinds, including basic to advanced computer skills. Examples of activities included special programming of lab courses for groups of 18 participants at a time in the World Wide Web, Internet, Windows, and support of specialized courses for 62 participants in such applications as spreadsheets, accounting, geographical information systems, word processing, and desk top publishing.

Eighty percent of the training in information technology was conducted by UBC librarians in our own facilities. All trainers in the Focus on UBCLIB, Focus on the World Wide Web, Internet, Financial Procedures, Freedom of Information and Protection of Privacy, and UBCLA seminars deserve special recognition and appreciation for their time and expertise in developing and presenting these programs, attended by nearly 900 participants! For a list of trainers, please see appendix.

The Staff Training and Development Committee recognized the need for emphasizing the difficulties in dealing with change and planned for the recruitment of an external trainer with expertise in teaching strategies to ease the transition and cope with change. Judy Clarke presented four repeat sessions on *Managing Personal Change and Transition*, to 89 participants. The STD Committee also set priorities for other categories of programs, namely, Windows, the WWW multimedia demonstration, the BCLA conference, and a variety of Computer Skills courses. In all, the STD budget supported 525 participants in individual and group sessions.

Two unusual training methods were noteworthy: one on the subject of the WWW was conducted entirely by electronic mail and was completed by three participants; the other was a self-directed certificate program involving correspondence courses and exams, undertaken by two participants.

The STD Coordinator participated in the review and total revamping of the MOST (Management and Other Skills Training) program in Fall/Spring. Some programs were dropped, others were revised, new programs were added, and the certificate programs were redefined and strengthened. The MOST courses attracted 95 participants in such categories as human resources skills, customer services, personal skill development, and organizational/communication skills development.

Publicity of the library's STD programs appeared in regular columns of the UBC Library Bulletin and in electronic mail announcements. The Committee also submitted a brief in response to the Library Review Committee, which stated in part that the existing budget for STD programs was not sufficient to meet all of the expressed needs in 1995/6. In early 1996, the UBC Library's STD program was compared with that of other peer universities and was found to be comparable in scope and budget to one other Canadian university and more developed than programs in other universities. Recognition of this development has resulted in an invitation to publish an article in *Advances in Library Administration and Organization* (in press), and present papers to the School of Library, Archival and Information Studies, and to the Association for Media and Technology in Education in Canada.

In its fifth year, the STD Committee will focus on the next stage of change, to prepare everyone in the library for learning the new DRA library system.

Thank you to the Staff Training and Development Committee for help in planning and implementing the programs, and to Peggy Ng, Josie Lazar, and Sara McGillivray, for their expert logistical support.

Appendices:
STD Programs 1995/6
MOST Programs
Investing in Human Resources: Information Technology
The STD Committee's Response to the Library Review Committee Report
List of In-House Trainers; Staff Training and Development Committee Members

University of British Columbia

Staff Training and Development Programs 1995/6

For the year ending March 1996

	Sessions	Participants
In-House (customized):		
Windows (Smith)	4	70
WW Web (Campbell)	2	23
Change (Clarke)	4	89
Computer Skills (individual):		
WWW multimedia	1	24
Windows '95	2	2
GIS	6	6
Individual: other	90	90
MOST:	96	96
Conferences:		
BCLA/CLA	16	16
In-House - UBC Library Trainers:		
FOCUS on...*	32	593
Financial (Turner)	7	117
FOIPOP	2	80
Internet	3	54
UBCLA	3	45
Miscellaneous:		
TAG	8	8
Intellidoc	1	21
Safety awareness	1	20
Personal security	1	60
	279	1414

*

Lexus Nexis, WWW, Print/Download, Uncover/First Search, gov't info UBCLIB/SFU indexes, Silvernet.

Margaret Friesen
Staff Training and Development Coordinator,
Aug. 1996

MOST

MOST courses, 1995/6 (year ending March 31)

Participants by broad subject categories:

UBC Services (Financial, Purchasing, Human Resources, Pension, Earthquake Prep.)	17
Human Resources Skills (Interviewing, Disability, Diverstiy, Delegating, Motivating, Teambuilding, Conflict Resolution, Coaching, Supervision, Meetings, Change, Decision Making, Time Management, Understanding Ourselves/Others, Negotiation, Communicating)	39
Customer Services (including Dealing with Anger at the Front Line)	7
Personal Skill Development (Risk taking, Professional Ethics, Assertiveness, Carreer Dev., Humour, Self-esteem)	19
Organizational/Communication Skills (Records Management, Process Improvement, Office Writing, Presentations, Minutes, Writing Reports)	13
Total to March 31/96	95

From April 1 to June '96 (1996/7)

Human Resources	15
Customer Services	2
Personal Skills Development	4
Organizational/Communication	2
Teaching/Train the Trainers	6
Subtotal to June '96	29

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

BUDGETS

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

Staff Education Budget

1995-1996
Total Budgeted: $35,000
Remaining: $30,000

Outside Trainers	$8,000	(based on an average of $1000 per class)
Brochure Reprinting	$1,000	
Tutorials for the Mac	$2,000	(based on a rough quote from Steve N.)
Training materials, including videos	$1,000	
Equipment and Software	$5,000	(multi-media)
Individual/ Team Training/Travel	$6,000	(to be advertised)
Expeditioners	$1,000	(Kelley)
Arizona Project	$6,000	(Marion for Connie McCarthy)
Total	$30,000	

1996-1997

Proposed Budget: $35,000 (based on preliminary budget proposed at LC retreat)

Outside Trainers	$15,000	(based on an average of $1000 per class for 14 scheduled classes)
Brochure Reprinting	$1,000	
Tutorials	$3,000	
Training materials, including videos	$1,000	
Equipment and software	$5,000	
Individual Training /Travel	$10,000	
Total	$35,000	

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

NEEDS ASSESSMENTS

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

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DIRECTIONS

Completion of this survey will help assess the need for learning/instruction development at various levels of the UC Libraries. A learning/instruction topic is listed on each line, followed by three scales for responses: 1) Self, 2) Person(s) I report to, and 3) Those who report to me. For each topic, please rate yourself and the person(s) to whom you report on the degree of need for training on that topic. If you supervise others, you should also rate their general level of need for this topic in the third column.

When responding, please circle the appropriate number in each column on the following scale:

3 = high or significant need
2 = some need
1 = little or no need

An example is given below:

Topic:	Self	Person(s) I report to	Those who report to me
Telephone Skills	1 2 3	1 2 3	1 2 3

In this case, the respondent has indicated that she/he has a very high need for improvement in telephone skills. The person she/he reports to has a low need for improvement; perhaps that person doesn't handle telephones often or is already quite capable in this area. Those who report to the respondent never handle a telephone and therefore do not need training in this area.

	Self	Person(s) I report to	Those who report to me
1. Analyzing job responsibilities and workflow	1 2 3	1 2 3	1 2 3
2. Assessing strengths and weaknesses	1 2 3	1 2 3	1 2 3
3. Budgeting	1 2 3	1 2 3	1 2 3
4. Career development	1 2 3	1 2 3	1 2 3
5. Coaching for performance improvement	1 2 3	1 2 3	1 2 3
6. Cooperation	1 2 3	1 2 3	1 2 3
7. Conducting effective performance appraisals	1 2 3	1 2 3	1 2 3
8. Conflict management	1 2 3	1 2 3	1 2 3
9. Cost control	1 2 3	1 2 3	1 2 3
10. Counseling employees with performance problems	1 2 3	1 2 3	1 2 3
11. Creating a motivational and supportive work environment	1 2 3	1 2 3	1 2 3
12. Creating and conveying a professional image	1 2 3	1 2 3	1 2 3
13. Dealing with difficult people	1 2 3	1 2 3	1 2 3
14. Decision making	1 2 3	1 2 3	1 2 3

	Self	Person(s) I report to	Those who report to me
15. Delegating/assigning work	1 2 3	1 2 3	1 2 3
16. Developing the work team	1 2 3	1 2 3	1 2 3
17. Disciplining	1 2 3	1 2 3	1 2 3
18. Effective communication	1 2 3	1 2 3	1 2 3
19. Efficiency	1 2 3	1 2 3	1 2 3
20. Encouraging innovation & creativity	1 2 3	1 2 3	1 2 3
21. Establishing goals, objectives and priorities	1 2 3	1 2 3	1 2 3
22. Ethical leadership/management	1 2 3	1 2 3	1 2 3
23. Flexibility and adaptability	1 2 3	1 2 3	1 2 3
24. Getting along with people	1 2 3	1 2 3	1 2 3
25. Goal setting	1 2 3	1 2 3	1 2 3
26. Handling intimidation and harassment	1 2 3	1 2 3	1 2 3
27. Knowledge of human resources policies	1 2 3	1 2 3	1 2 3
28. Knowledge of UCI Libraries' long range plans	1 2 3	1 2 3	1 2 3
29. Knowledge of policies and procedures in the unit	1 2 3	1 2 3	1 2 3
30. Leadership skills	1 2 3	1 2 3	12 3
31. Listening skills	1 2 3	1 2 3	1 2 3
32. Managing absenteeism	1 2 3	1 2 3	1 2 3
33. Managing and living with change	1 2 3	1 2 3	1 2 3
34. Managing interpersonal conflict	1 2 3	1 2 3	1 2 3
35. Managing stress	1 2 3	1 2 3	1 2 3
36. Motivation and commitment	1 2 3	1 2 3	1 2 3
37. Monitoring and controlling performance	1 2 3	1 2 3	1 2 3
38. Networking	1 2 3	1 2 3	1 2 3
39. Obtaining feedback on one's performance	1 2 3	1 2 3	1 2 3
40. Oral communication skills	1 2 3	1 2 3	1 2 3

	Self	Person(s) I report to	Those who report to me
41. Organization skills	1 2 3	1 2 3	1 2 3
42. Orienting new employees	1 2 3	1 2 3	1 2 3
43. Performance appraisal	1 2 3	1 2 3	1 2 3
44. Planning and conducting meetings	1 2 3	1 2 3	1 2 3
45. Planning and coordinating the work of others	1 2 3	1 2 3	1 2 3
46. Planning and managing an effective project	1 2 3	1 2 3	1 2 3
47. Planning schedules	1 2 3	1 2 3	1 2 3
48. Presentation skills	1 2 3	1 2 3	1 2 3
49. Problem solving and generating alternative solutions	1 2 3	1 2 3	1 2 3
50. Project management	1 2 3	1 2 3	1 2 3
51. Promoting employee involvement & participation	1 2 3	1 2 3	1 2 3
52. Promoting equal opportunity and affirmative action	1 2 3	1 2 3	1 2 3
53. Self-assessment techniques	1 2 3	1 2 3	1 2 3
54. Self-confidence	1 2 3	1 2 3	1 2 3
55. Setting priorities	1 2 3	1 2 3	1 2 3
56. Streamlining	1 2 3	1 2 3	1 2 3
57. Team building skills	1 2 3	1 2 3	1 2 3
58. Time management (personal)	1 2 3	1 2 3	1 2 3
59. Training/instructing	1 2 3	1 2 3	1 2 3
60. Treating people with sensitivity	1 2 3	1 2 3	1 2 3
61. Understanding unit mission and how it relates to the UCI Libraries' mission	1 2 3	1 2 3	1 2 3
62. Using the disciplinary process	1 2 3	1 2 3	1 2 3
63. Written communication and documentation	1 2 3	1 2 3	1 2 3
64. Understanding people from other cultures	1 2 3	1 2 3	1 2 3

Thank you for your thoughtful attention to this survey. A few more questions:

Are you responsible for conducting employee performance evaluations? _

Are there any other concerns, suggestions, or issues we should take into consideration in planning learning/Instruction development activities?

Least desirable time of year for you to attend training sessions:

Least desirable days of week:____Monday ____Tuesday ____Wednesday ____Thursday ____Friday

Least desirable times of day: ____AM ____PM

PLEASE RETURN COMPLETED ASSESSMENT TO LILLIAN GATES 175 SL BY . THANK YOU

COLORADO STATE UNIVERSITY LIBRARIES
OFFICE MEMORANDUM

February 10, 1997

TO: Libraries Faculty and Classified Staff

FROM: Libraries Staff Development Committee

SUBJECT: Needs Survey

Attached is a Faculty & Classified Staff Needs Survey. Each survey is numbered and we would appreciate receiving back your survey, even if you choose not to complete it.

The Libraries Staff Development Committee charge is to serve as a coordinating body for training and development activities of all types in the library system. The Committee is developing a curriculum based training program which we are asking for your input. We will collate the information we receive and develop a recommended Core Curriculum to be shared with Admin Council. The results will be publicized to all faculty and classified staff.

Thank you in advance for helping us with this survey.

PLEASE RETURN THIS SURVEY TO TERI SWITZER BY
FEBRUARY 21, 1997

BEST COPY AVAILABLE

Colorado State University

FACULTY & CLASSIFIED STAFF NEEDS SURVEY

The Libraries Staff Development Committee is developing a curriculum based training program for all faculty and classified staff employees of the library. The training program is divided into two parts--Core Curriculum and Electives. The Committee feels that every employee should have knowledge of the topics listed under the Core Curriculum. There are topics listed under the electives (indicated in bold) that the Committee recommends be part of the Core Curriculum for supervisors and/or faculty. The topics listed below were shared by Joint Services and by looking at other libraries programs.

Your input is essential to the development of the Core Curriculum. Please help us assess your needs by completing this survey.

PLEASE CIRCLE THE APPROPRIATE RESPONSE.

	Should this topic be in Core Curriculum?		**Proficiency: How well do you know this topic already?**		
CORE CURRICULUM:					
Organization/History of the Libraries and the University/Libraries P & P Manual/Emergency Procedures (including reporting building problems)/Confidentiality/Cooperative Agreements/Alliances	yes	no	High	Low	None
Facilitation Skills/Group Dynamics/Conflict Management	yes	no	High	Low	None
Electronic Mail	yes	no	High	Low	None
Sage	yes	no	High	Low	None
Introduction to New Technology (PC terminology & operation; basic Windows; electronic mail protocol; telnet clients; Web browsers)	yes	no	High	Low	None
Customer Relations (Telephone, Service, Complaints, Reference Skills)	yes	no	High	Low	None
Ergonomics	yes	no	High	Low	None
Interpersonal Skills (EEO/Multicultural)	yes	no	High	Low	None
Sexual Harassment/Workplace Violence	yes	no	High	Low	None
Disaster Recovery (Library Materials)	yes	no	High	Low	None

SUGGESTIONS FOR ADDITIONAL TOPICS:

	Should this topic be in Core Curriculum?			**Proficiency: How well do you know this topic already?**		
ELECTIVES: Personal Management						
CPR	yes	no	supvr	High	Low	None
OCLC Searching	yes	no	supvr	High	Low	None
Faculty Issues (Topics to be determined by LFC)	yes	no	supvr	High	Low	None
Classified Staff Issues (Topics to be determined by LCC)	yes	no	supvr	High	Low	None
Budgeting	yes	no	supvr	High	Low	None
Assistive Technology	yes	no	supvr	High	Low	None
Presentation Skills	yes	no	supvr	High	Low	None
Stress Management	yes	no	supvr	High	Low	None
Time Management (Filing/Scheduling)	yes	no	supvr	High	Low	None
Alcohol/Drug Awareness **(Core Curriculum for Supervisors)**	yes	no	supvr	High	Low	None
Preservation	yes	no	supvr	High	Low	None
Basics of Cataloging	yes	no	supvr	High	Low	None
Audit Trails	yes	no	supvr	High	Low	None
Classified Staff Supervision **(Core Curriculum for Supervisors)**	yes	no	supvr	High	Low	None
Classified Staff Planning/Evaluation **(Core Curriculum for Supervisors)**	yes	no	supvr	High	Low	None
Gifts	yes	no	supvr	High	Low	None
Travel **(Core Curriculum for Faculty and Supervisors)**	yes	no	supvr	High	Low	None
ELECTIVES: Computing						
GIS	yes	no	supvr	High	Low	None
Fax/Ariel	yes	no	supvr	High	Low	None
CAI Programming	yes	no	supvr	High	Low	None
QuattroPro	yes	no	supvr	High	Low	None

	Should this topic be in Core Curriculum?			**Proficiency: How well do you know this topic already?**		
WordPerfect	yes	no	supvr	High	Low	None
Access	yes	no	supvr	High	Low	None
PowerPoint/Presentations	yes	no	supvr	High	Low	None
Pagemaker	yes	no	supvr	High	Low	None
Scanning	yes	no	supvr	High	Low	None
Web	yes	no	supvr	High	Low	None

SUGGESTIONS FOR ADDITIONAL ELECTIVE TOPICS:

____

COMMENTS:____

____

____

PLEASE COMPLETE AND RETURN TO TERI SWITZER BY *FEBRUARY 21, 1997.*
THANK YOU!

SECTION IV,1.1

Priority #1

Training and Development Activities in the Library System Questionnaire

One of the Staff Training and Development Committee's responsibilities during its start-up year, is to prepare an inventory of existing training and development activities in the library system. In doing so, we are asking you as a library committee chair and/or a department head to please provide us with the information asked of you in the questions below. If you are both a committee chair AND a department head, please respond to each set of questions separately.

COMMITTEE CHAIRS

Committee name: ____________________

1. What training and development activities do your committee currently offer to the library staff?

2. What training and development activities have been offered in the past by your committee to the library staff?

DEPARTMENT HEADS

Department: ______________________

1. What training and development activities are currently offered within your department or library?

2. What training and development activities have been offered in the past to your library or department staff?

SECTION IV. 1.2

Priority #1

Summary of responses to Training and Development Activities in the Library System Questionnaire

The data collected for the training and development activities in the library system indicate that training and development occurs in varying amounts (some more formalized than others) in the library system. In all instances, orientations for new staff take place within each department. Some departments indicate that training tools, such as policies and procedures/staff manuals are available. Cross-training of staff occurs in several departments. In most instances, staff are encouraged to participate or attend training and development activities outside of departments (e.g., Kiewit and Human Resources programs).

Most committees do not offer formal training and development activities on a regular basis. However, there are some committees which could be potentially be tapped to provide ongoing training in areas which would meet the staff's needs (see Section IV.3.3 for Summary of Responses to Staff Needs for Training and Development Questionnaire).

One of the Staff Training and Development Committee's next goals include the identification of resources to meet unmet needs. This inventory of training and development activities in the library system will be a valuable tool for the committee in identifying these potential resources, and ultimately for the development of a library system-wide training program.

SECTION IV.2

Priority #2: Prepare an inventory of campus resources in training and development.

Prepared by Nancy Fontaine and Ann McHugo

IV.2.1 Summary of campus resources in training and development

IV.2.2 Inventory of campus resources in training and development

SECTION IV.2.1

Priority #2

Summary of Campus Resources in Training and Development

Our investigations into the campus-wide training and development (T&D) environment suggest that a wide variety of training and development programs are being offered at the College. Training opportunities range from those open to all staff (e.g., Kiewit mini-courses, Human Resources courses) to specialized training available only to targeted individuals. Some training centers actively publicize courses and programs, through flyers, electronic bulletin boards, or newsletters. Other areas have less active publicity programs or only provide training of an internal nature so that publicity is not required. There is also a broad range of professional development opportunities on campus. However, there is not a currently an inventory of T & D. Katharine Fisher Britton, Manager of T & D for the College, is working on such an inventory.

Training and development opportunities are widely available in the Medical Center, and to a lesser degree in the Business and Engineering School area. (At least, information was not readily available to us.)

Overall, our estimation is that training and development opportunities are available throughout the College and professional schools, but coordination of activities and dissemination of information about training opportunities are issues just now being addressed. Our contact with T&D people across campus did support our assumption that providers of T&D programs are advocates for a strong and varied training environment and that a sense of commitment to the value of T&D exists.

The following chart represents our specific findings regarding training and development activities across campus.

Priority #2

Inventory of Campus Resources in Training and Development

Dartmouth College

I. Resources Open to Library Staff

A. Training & Development

Name of Department/Program	Description	Contact
Career Services	Open to all: Ongoing workshops on resume review. Limited Availability: Counselors will sometimes help employees with job counseling if they have the time, but this is seen as the responsibility of Human Resources	Career Services Information Desk
Computing Services	Open to all: General consultants' BlitzMail mailbox; FileMaker consultants' mailbox; Excel consultants' mailbox; FileMaker User's Group; many courses (posted to the "Computing Minicourses" BlitzMail Bulletin and to the Public File Server); Computer Resource Center. Limited Availability: The consultants will do special request training for groups of 8 or more.	Randy Spydell, Heather Varney

A. Training & Development, cont.

Name of Department/Program	**Description**	**Contact**
Human Resources	Open to all: • Training and development programs at minimal or no cost. Topics range from skills training to management programs. • Consulting and specialized training at the request of departments. • Training & development library. • Career counseling. • 100% tuition grant-in-aid for undergraduate courses offered by the Arts and Sciences (makes possible the AB and MALS degrees); tuition reimbursement for course taken outside the College. Limited Availability: "Dartmouth Today" program for senior administrators (meet deans, VP's, President; by invitation only).	Katharine Fisher Britton, Manager of T&D for the College

Dartmouth College

Dartmouth College

A. Training & Development, cont.

Name of Department/Program	Description	Contact
Environmental Health & Safety Office	Open to all: Workshops on environmental health & safety. ("Bloodborne pathogens" and "Driver Safety" are currently advertised in their Blitz bulletin.)	Brenda Freeland
Equal Opportunity and Affirmation Action Office	The Affirmative Action Office is working with an AAARC (Administrative Affirmative Action Review Committee) subgroup to develop T&D programs relating to issues of gender, race, and other diversity topics.	Mary Childers, Ozzie Harris
Women's Resource Center	Open to all: Workshops, groups, and discussions on topics of interest to women. (Proposed afternoon professional development workshops last fall; "Invisibility in the Workplace" offered in April.)	Giavanna Munafo

B. Health & Recreation

Community Health Education, Office of Continuing Education in the Health Sciences	Open to all: Lectures, support groups. Puts out a calendar, pamphlets.	Deborah Holmes
Consumer Health Collection at Matthews-Fuller Health Sciences Library	Open to all: Books, serials, and CD-ROM's with health information aimed at the general public.	Peggy Sleeth
DHMC Women's Health Resource Center	Open to all: Free monthly lectures on women's health and related issues; referral services for finding a doctor or coping with a health problem; ombudsman service; free health screenings; newsletter; annual women's health fair.	Barbara Shell
Dick's House	Open to all: • Pharmacy -- has pamphlets on various health issues. • Jackson Collection (health library) -- 100+ books and a dozen journals on health issues. Aimed at students but available to staff. Self-serve; books go out for 2 weeks; journals do not circulate. Word-processed list available in Dick's House library, where collection is housed.	Jayne Buckley, Pharmacist Leslie Clancey, Administrative Assistant, in charge of the Jackson Collection

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B. Health & Recreation, cont.

Name of Department/Program	Description	Contact
Faculty/Employee Assistance Program	Open to all: Free and confidential counseling and referral; education & training in alcohol/drug problems; alcohol film/ discussion series; special focus groups.	Charlotte Sanborn
FLIP	Open to all: Aerobics & other exercise classes.	Hugh Mellert
Health Awareness Program	Open to all: Noon lectures; smoking cessation support & classes; blood pressure & cholesterol screenings; fitness tests; health risk appraisals, health counseling; recreational and fitness sports opportunities; employee group health programs as requested.	Kate Coburn
Hopkins Center	Open to all: Ballet and modern dance classes.	Joseph Pepe DeChiazza, Vicki Mansfield
Miniversity	Open to all: Recreational classes (e.g., ballroom dancing, African dancing, yoga) through the Collis College Center.	Holly Sateia
Outing Club	Open to all: Canoe club; rowing club; climbing gym; cabins, Moosilauke Ravine Lodge; equipment rentals (bikes, climbing shoes, in-line skates, mountain boots, snowshoes, snowboards, backpacks, tents, sleeping bags, other camping gear).	Brian Kunz

Dartmouth College

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Dartmouth College

II. College Committees Concerned with Training & Development

Name of Committee	Description	Contact
ACPAC (Administrative Computing Policies Group. Administrative Training Subcommittee)	Currently involved with the development of a HyperCard orientation program for staff and with some DCIS projects. After these projects are finished this might be a group the Library could plug into.	Katharine Fisher Britton, Chair
Administrative Services Discussion Group	Operates mostly in Financial Services area.	Bonnie Norton
Administrative Procedures Group	Met for three consecutive days once each year to discuss training and program development.	NA. Ceased but may be revived.
Dartmouth Training and Education Group	Members who have major training responsibilities across campus: Health Awareness Program (Kate Coburn); Computing Services (Randy Spydell or Heather Varney), Larry Morris, WRC director (Giavanna Munafo), Outdoor Programs (Brian Kunz).	Katharine Fisher Britton, Chair
Professional Development Advisory Group	Meets once per term, includes representatives for various centers of the campus. John Crane currently a member.	Katharine Fisher Britton, Chair

Dartmouth College

III. Training & Development Around the College & Medical Center

Name of Department	Description	Contact
Development & Alumni Affairs (College)	Each director in the Vice Presidency of Development & Alumni Affairs (DAA) budgets some funds for professional development/training outside the College, but this is up to the directors. DDA sponsors a woman's attendance at the Wellesley HERS program each year. Computer support used to be provided by the DAA Computer Services department, but it is now being merged into the College Computing Services.	Linda Barton
DHMC Computer Services	Offer training on Macintosh and hospital applications; make "desk calls" for DHMC personnel to help with software problems. Have a team of programmers on staff to handle the hospital information system. For hardware problems, they have a Network Services department.	Sharon Goldfein
Lahey-Hitchcock Clinic Human Resources	Offers medical terminology training to employees in non-medical positions as well as training on their computer and scheduling systems; also offer $1000/year for employees to use toward courses, seminars, or workshops that are related to their jobs.	Russell Fowler
MHMH Dept. of Education	• Off-site programs are paid for by the hospital if the supervisor deems it work-related; varies by department. • Education Department offers many courses on the level of College Human Resources: effective meetings, training the trainer, writing; also offers CQI course, medical terminology; life support (CPR & those necessary for continued certification).	Ken Smith, Director of Education
Tuck School	New staff training for Tuck employees only.	Mado Macdonald

SECTION IV.3

Priority #3: Conduct an assessment of library training and development needs and determine which are being met and which are not being met.

Prepared by Barbara DeFelice and Pam Goude.

IV.3.1 Staff Needs for Training and Development Questionnaire

IV.3.2 Assessment of Responses to Staff Needs for Training and Development Questionnaire

IV.3.3 Summary of Responses to Staff Needs for Training and Development Questionnaire

SECTION IV.3.1

Priority #3

Staff Needs for Training and Development Questionnaire

We have organized the questionnaire into 7 general categories. If you have a concern that does not fit into these categories, add it to "Other" at the end of the questionnaire. We also listed some examples of suggestions under each category, to help encourage more ideas. Let us know which of these suggestions you like, but please don't be limited by them.

To answer this questionnaire, list the specific topics or general areas you would like to see included in a menu of training and development opportunities. Also indicate the frequency with which you feel a session should be offered.

1. Health & Safety

Examples:
- Ergonomic issues- problems with working on computers all day.
- CPR training
- Review of Emergency procedures supported by the Library Administration

Your suggestions:

2. Basic Computer/Software

Examples:
- On site/departmental training sessions on the Macintosh related to library use.
- Information to staff about "related" or helpful courses offered at Kiewit that could enhance your skills doing library related work.

Your suggestions:

3. Electronic Library Resources

Examples:
- DCIS and the Navigator; new databases and files
- INNO; Training public services how to use Innopac to access information for user queries.
- Lists of applicable and useful electronic resources that should be introduced to staff and for which training should be provided during their first 3 months.

Your suggestions:

4. Personal/Professional Development

Examples:
- Communication
- Writing skills

Your suggestions:

5. Managerial/Supervisory/Dealing with people in work settings

Examples:
- Skills for supervising students
- Dealing with different personalities at work

Your suggestions:

6. Preservation/Handling library materials
Example:
•What everyone handling materials should know

Your suggestions:

7. Public services/Reference
Examples:
•Reference interview
•Basic reference tools in the library system

Your suggestions:

8. Other

SECTION IV.3.2

Priority #3

Assessment of Responses to Questionnaire

In order to find out what needs for training and development programs are perceived by the staff, a questionnaire was sent to all members of the library staff via e-mail. People were asked to offer suggestions and ideas, grouping their comments under 7 broad categories. This is a brief summary of the 38 responses received, organized into these categories.

The most frequently requested training opportunity was for DCIS and other library systems. A frequent suggestion for improving services and interactions among staff was some sort of staff share, job share or cross-training program. This suggestion fell under a number of the categories.

In total, the comments indicate that the library is a changing system of advanced information and technological developments, attempting to provide faster and more efficient service to a diverse user group. Each suggestion implies that staff are really interested in providing quality services to users, and that this requires more and ongoing training to keep up with these new areas.

Since the individual comments deserve attention, please refer to the Summary of Responses to the Questionnaire, Section IV.3.3.

Health and Safety

Ergonomics

There were 28 comments on ergonomics, including those that merely agreed that the suggestion was good. Specific ideas for training in ergonomic issues included that it be part of new staff orientation, that some periodic presentation would be useful, and that there needed to be more funds budgeted for providing proper workstations for the staff. Education and equipment are both required to make improvements in this area. All respondents felt that improving ergonomics is the responsibility of the libraries.

CPR

Fourteen people thought having library-sponsored or encouraged (but not required) periodic (every 1-2 years) CPR classes would be useful. However, some respondents questioned whether the library should offer these or whether staff should simply be encouraged to obtain such training on their own, from other organizations such as DHMC.

Emergency Procedures

Review of several emergency procedures was recommended by 18 respondents. Specific procedures were those covering job-related injury, fire drills, and how to react to events, such as earthquakes and water disasters. The Disaster Committee and the Committee on Safety were recommended as sources of this training. Other health related concerns that were mentioned ranged from nutrition counseling to air quality assessments.

Basic Computer/Software

Offer on-site training sessions

Twelve respondents thought this would work out, although some offices may be too big. A strong need for specific work-related training on the Macintosh was expressed by most of the respondents, although some felt that the job-related training was adequate and the rest could be had from the Kiewit minicourses. It was recognized that some needs are department-specific, for example, training on details on a particular software package, and some are universal, such as basics of using the Macintosh and how to diagnose and fix basic problems. TECOR was invoked several times, as a source for training, and as a source of information within departments to help beginners, offer tips, distribute updates and advise on what software to use. Two specific suggestions were for a list of people who would consult on hardware/software problems, and the need for a person within the libraries to be dedicated to hardware/software issues, who could make suggestions about what software to use for what purpose.

Offer information to staff about helpful courses in Kiewit

Eighteen respondents indicated that this would be useful; three disagreed because staff have the option of monitoring the Computing Minicourses bulletin board and Kiewit handles this area of training needs. Kiewit courses are not always appropriately paced for the library staff, so it was suggested that Kiewit be asked to customize some courses for library staff needs. When courses are held in locations other than Kiewit, it would be useful to have a way to inform staff of this. It was recognized that not all departments consider such training to be necessary, unless it is apparent that the information is needed for the job immediately. Although this section was geared towards the Macintosh, it is important to include training on DOS, WINDOWS and UNIX systems in a training program.

Specific suggestions for computer-related training were:

Blitzmail highlighting (Electronic Reference Service) ERS and monitoring bulletins
Handling memory on the Mac, using RAM effectively-optimizing use of the Mac
Hard disk organization and maintenance; backing up the hard drive, rebuilding desktop
Hardware maintenance
Demonstrations of key-served programs and shareware
Internet surfing
Electronic mail

Electronic Library Resources

DCIS/Navigator

There is a great need to keep up-to-date with a rapidly changing set of resources that users expect the library staff to be aware of. Nineteen respondents felt that training on DCIS and the Navigator, at both introductory and advanced levels, was very important.

Specific suggestions regarding DCIS include: DCIS for all staff offered quarterly; DCIS for Collection Services staff; Navigator every six months.

As new databases and files are added by LOSC, some information and training should be offered. Examples of new resources include Internet tools (Gopher, Netscape, etc.) and sources, RLIN Eureka files, MEDLINE, and local CD-ROM sources. Weekly drop-in sessions were suggested as way to help staff keep up on changes. Microforms were included as a type of material needing special training to handle.

INNO

Training suggestions regarding the use of INNOPAC focused on cross-department training. For example, INNO for Public Services and Bibliographers was recommended.

Lists of electronic resources that everyone should know

Fourteen respondents agreed with the suggestion to create and keep up-to-date a list of electronic library resources that library staff should know about and for which training should be provided. Putting the lists on the WWW library pages was suggested.

Other

It was noted that the fact that Collections Services and Public Services do not use the same interfaces to search the same databases leads to problems in communicating about records. This issue needs to be considered in the design of training sessions on library systems.

Staff who prepare data for online files on DCIS need an orientation to this process.

A workshop on how to compare different formats of the same information and how to evaluate electronic resources was among the other suggestions. A frequent theme was how to handle the growing amount of electronic information with computers that are not powerful enough.

Personal/Professional Development

Communication/Writing Skills

Fourteen respondents agreed that workshops in communications (in person, by e-mail and over the telephone) and writing skills are important, as these are areas that need on-going improvement. Although quite a few people commented that there are College programs in these areas, it was noted that it would be useful to have a library oriented workshop on communication for a mix of departmental staff, which might help departments work together better. Effective meetings, taking minutes, and working in groups were all examples of communications workshops that would be welcome.

Staff shares of different kinds were mentioned frequently.

Workshops would be helpful for improving public speaking and improving training ("train the trainer" workshops were requested several times). Other areas relating to career development are assertiveness training, sabbaticals for librarians, and research and publication techniques.

Stress Management

How to handle stress and manage time in the workplace were both mentioned as important aspects of personal and professional development.

Managerial/Supervisory/Dealing with people

Skills for Supervising students

There were 15 comments on supervising students ("need help with students"), including seven responses indicating that the College (Human Resources) offers programs in this area but often with a registration and course fee. One comment suggested that Human Resources could give a presentation geared to library staff only. Another response suggested that the library take advantage of the expertise within, forming a roundtable or discussion group involving student supervisors. A question regarding the rules of student employees and how they are enforced through Human Resources was posed. One comment suggests that new standards about the work delegated to students be reviewed in order to help free staff time for other priority tasks.

Dealing with different personalities at work

Eight respondents indicated that training in this area was warranted in general. Several responses concurred that training on building effective working teams, interviewing candidates, and conducting effective meetings were areas of concern. Integrating new staff, workshops on problem solving, role playing, employees dealing the "supervisor system" in the library were also mentioned. How to handle diverse problems, disciplinary problems leading to termination, core course in managing including AA/EO, payroll, benefits etc., and motivational techniques for increasing job satisfaction were all suggested as "need help areas" for managers and supervisors. The Myers Briggs Inventory was mentioned a few times as a useful tool for understanding differences. Suggestions ranged beyond staff to users, emphasizing handling problem patrons and responding to diverse patrons. Twenty-nine responses to this issue indicated a high level of interest.

Preservation/Handling Library Materials

What everyone handling materials should know.

Seventeen responses agreed that there should be an agreed level of knowledge for all staff handling materials. Issues include first aid for books, processing materials for repairs (forms, who, where), photocopying bound volumes properly, and handling fragile materials. While some staff feel a mandatory session should be given to all staff regarding preservation issues and expectations, others fell that the slide show and Library orientation offer sufficient training in this area. One suggested more lectures and hands-on workshops would be profitable.

Public Services/Reference

Reference Interview

Performing reference services could benefit from training on the "reference interview" according to eight questionnaire responses. The libraries Reference Roundtable's session on the reference interview was successful to the point that three staff responded that they should be mandatory, while only one staff suggested they not be mandatory. An interest in a workshop on how to use the basic reference tools was also suggested.

Basic Reference tools in the library system

Fifteen comments in this area suggest that training should be provided. Using CD-ROM equipment, searching the online catalog, using DCIS indexes, awareness of circulation and reference services in the libraries and who does what, handling regular problem patrons, and providing technical services staff an opportunity to learn more about reference were all issues mentioned. Training on computer networking tools was another area of concern.

One response suggests that a basic reference tools workshop is too ambitious with too much to cover.

Other

This category gathered a broad set of comments from staff orientation to guides to library terminology to Copyright law workshops. Enhancements to the new staff orientation were mentioned, such as including a tour of campus, a tour of other departments such as Kiewit, and information about the Systems Office.

SUMMARY OF UNMET NEEDS
Staff Training & Development Committee

Committee or Department	Should Do
Acquisition Services	Orientation and job shares, as appropriate, for affiliated library staff and new librarians.
CMDC	Workshops for all staff on collection development issues
Collection Services Group	Workshops on bibliographic and other Collection Service issues
Disaster Committee	Disaster planning workshops
Ergonomics Task Force	Workshops and advice setting up workstations, proper posture, and other techniques to help staff avoid various physical stress syndromes.
Preservation Services	Workshops on handling materials and making choices on preservation options
Reference Services Roundtable	Workshops on reference skills
Safety Committee	Workshops of health and safety
Serials Roundtable	Workshops on serials issues & processing
STDC	Arrange special classes at Human Resources: "training the trainer," public speaking, effective meetings, taking minutes, working in groups, payroll, personnel issues, AA/EO
STDC	Determine how to address computer training (both Macintosh & non-Mac)
STDC	DCIS training
STDC	INNO training
STDC	Investigate job share opportunities
STDC	Investigate sources of workshops on writing and publishing
STDC	Publicize appropriate Kiewit classes
STDC	Publicize courses held for the public at associated libraries
STDC	Publicize CPR classes
STDC	Publicize health & nutrition classes
STDC	Publicize Human Resources classes on managerial, supervisory, and interpersonal skills.
STDC	Publicize training opportunites outside the College.
STDC	Coordinate HTML/WWW page training and/or forums
STDC	Set up classes at Kiewit for special computing needs
Systems	Provide support
TECOR	Identify computer training needs & supply trainers

University Libraries Training Needs Assessment (November 1996)

Eric Ackermann (LSA) and Brenda Hendricks (Training)

	Location or Format Preference			
Training Area	**On-Site**	**Off-Site**	**Any**	
Supervisory & Management Training				
1. First time supervisors			14	
2. Project management	1		19	
3. Time management	1		17	
4. Sexual harassment		1	2	
5. Personnel Classification (as per VT)			1	
6. How to train others			1	
7. How to do job descriptions/evaluations			1	
Total responses:	2	1	55	
Software Applications & Programs				
1. Windows 95			20	
2. Word for Windows: Beginning			6	*
Intermediate			4	
Advanced			6	
3. Word for Macs: Beginning			3	
Intermediate			5	
Advanced			4	
4. Excel: Beginning			10	*
Intermediate			8	
Advanced			3	
5. PowerPoint			15	
6. Internet navigation			15	*
7. Graphic design for reports, etc			28	
8. Printing/downloading from Internet	1		1	
9. Eudora/E-mail			2	
10. Adobe Acrobat Beginning			1	
11. Basic computer trouble-shooting			2	
12. HTML Beginning			4	
Intermediate			1	
Advanced			2	
13. Adobe Photoshop			1	
14. Multi-Media (image, sound, audio)			1	
Total responses:	1	0	142	
Interpersonal Skills				
1. Communicating in cultural diversity			8	
2. Negotiating skills			16	
3. How to do successful presentations			10	
4. Listening skills			2	

5. Mediation skills			2	
6. Stress management			1	
7. Business writing/grammar/usage			3	
8. Difficult patrons/co-workers/bosses			5	
9. Assertiveness			1	
10. Customer service			1	
Total responses:	0	0	49	
Total responses from all areas:	3	1	246	
(Total forms returned = 42)				
* Request for one-on-one training for Kathleen Riley				

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

TRAINING ACTIVITIES

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

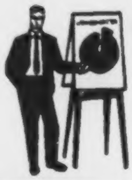
160

Arizona State University

Employee Development

March 4 through April 11, 1997

To register, send e-mail: iadtrg, or call 5-4751



Monday	Tuesday	Wednesday	Thursday	Friday
Mar 3	Mar 4 Laboratory Chemical Safety 9:00-11:00 AG 113	Mar 5 Comptroller's Office Cash Receipting Seminar for Supervisors 10:00-12:00 TC 909B Stress Mastery 1:00-5:00 TC 909B	Mar 6 Asbestos Awareness 3:00-4:00 Ag 113 Driving on the Mall 1:15-2:15 AG 113	Mar 7
Mar 10 Business Grammar for Professional 8:30-12:00 TC 909A Effective Business Writing Skills 1:00-4:30 TC 909A	Mar 11 Facilitating Groups Effectively, II 8:30-4:30 TC 909A Office Ergonomics 2:30-4:00 AG 113	Mar 12 Facilitating Groups Effectively, II 8:30-4:30 TC 909A Purchasing Options: The Limited Value Purchase Order (LVPO) and More 9:00-11:00 Ritter B101	Mar 13 Personal Finance & Budgeting 9:30-12:00 TC 909A Advanced Fire Extinguisher Training 9:00-10:30 AG 113 Fin. Acct Support (FAS) 9:00-11:00 TC 909B Recruitment Made Easy ✓ 2:00-4:00 AG 113	Mar 14
Mar 17 Introduction to the Student Information System 1:00-4:00 CB 103	Mar 18 Bloodborne Pathogens in the Workplace 9:00-10:00 AG 113 Considering Higher Education? 12:00-1:00 AG 113	Mar 19 **Employee Recognition Day**	Mar 20 Supervisor's Responsibilities for Responding to Sexual Harassment 2:00-4:00 AG 113	Mar 21
Mar 24	Mar 25 Risk Management for Managers & Administrators 9:00-11:00 AG 113	Mar 26 Franklin TimeQuest 8:30-4:30 TC 909A&B	Mar 27 Marketing Yourself Effectively 1:15-4:30 TC 909A Travel Policies and Procedures 9:00-12:00 TC 909B	Mar 28
Mar 31	Apr 1 Hazardous Waste Management 10:00-11:00 AG 113 Home Pool Safety 3:00-4:30 SRC Classroom & Pool	Apr 2 Career Crafting 8:30-12:00 TC 909A Office Security 10:30-12:00 AG113	Apr 3 Africanized Honey Bee Safety: Protect Yourself 10:00-11:00 AG 113 Americans with Disabilities Act ✓ 2:00-4:00 AG 113	Apr 4
Apr 7	Apr 8 Dealing with Difficult People 8:30-12:00 TC 909A Communicating in Tough Situations 1-4:30 TC 909A Student Employment Process 9:00-12:00 TC 909B	Apr 9 Career Crafting 8:30-12:00 TC 909A Stress Mastery, II 1:00-5:00 TC 909A&B	Apr 10 STOP Driving on the Mall 1:15-2:15 AG 113	Apr 11

To register, send e-mail: iadtrg, or call 5-4751

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MANAGEMENT/SUPERVISION

RISK MANAGEMENT FOR MANAGERS AND ADMINISTRATORS

Especially useful for new managers and supervisors, this seminar includes the following issues: property and liability insurance coverage; scope and limitations as provided through the University's self-insurance program; property and casualty loss control measures; claims processing and reporting requirements; special insurance provisions; and services provided by the ASU Risk Management operation. Worker's Compensation issues are not covered.

3/25 9:00-11:00 AG 113

SUPERVISOR'S RESPONSIBILITIES FOR RESPONDING TO SEXUAL HARASSMENT

Supervisors are frequently called upon to address situations which appear to be sexual harassment. Learn how to identify potential problems, what steps to take to prevent them, and ways to respond to persons concerned about sexual harassment.

3/20 2:00-4:00 AG 113

EMPLOYEE DEVELOPMENT

AMERICANS WITH DISABILITIES ACT

Everything you ever wanted to know about the Americans with Disabilities Act of 1990 and the University's responsibility for compliance. Discussion will include a brief review of all five Titles, with emphasis on Title I: Employment.

4/3 2:00-4:00 AG 113

BUSINESS GRAMMAR FOR PROFESSIONALS

In this fast-paced, practical session you will review the basics of business English and learn about recent changes and current trends. Included will be the following: recognizing and eliminating grammatical errors, becoming aware of current preferences in the use of punctuation, and varying the type of sentence in order to achieve variety, emphasis, and readability.

3/10 8:30-12:00 Tempe Center 909A ($35)

BUSINESS WRITING SKILLS

In this result-oriented workshop you will gain hands-on practice with the newest techniques for writing effectively. Included will be the following: how to write letters, memos, and reports to accomplish your goals; how to express thoughts concisely, clearly, and accurately; and how to save time and effort through proper planning.

3/10 1:00-4:30 Tempe Center 909A ($35)

CAREER CRAFTING

This three-part workshop is designed to provide training for employees in the planning/decision making process involved in their professional and personal career development. It includes self-assessment, career exploration and focusing, and forming a personal career strategy. Attendance at all three sessions is strongly recommended. Interest inventories will be distributed to participants and must be completed the week prior to the class.

4/2, 9, & 16 8:30-12:00 Tempe Center 909A **($35)**

COMMUNICATING IN TOUGH SITUATIONS

Working through conflict with co-workers presents a special communication challenge. This workshop centers around the following areas to meet this challenge: reflective listening and suggestions for improving listening skills, practicing patience with others, strengthening employee relationships, developing an attitude worth catching, and resolving differences in a win-win style.

4/8 1:00-4:30 Tempe Center 909A ($35)

CONSIDERING HIGHER EDUCATION?

Have you been thinking about finishing the degree you began many years ago? Are you contemplating starting the degree you've always dreamed of? There is much to consider when making this decision. This interactive workshop will include discussion about options, and ways in which life can be impacted by the decisions you make. (This will be a general discussion; specific academic questions will not be addressed; however, referrals to appropriate resources will be available).

3/18 12:00-1:00 AG 113

DEALING WITH DIFFICULT PEOPLE

This workshop focuses on how people, especially those we serve on a daily basis, can behave in demanding and difficult ways. Pat Cramer offers the following practical model to deal successfully with such behavior: building rapport, using empathy and problem solving skills, finding win/win solutions, maintaining control, and handling extreme language. She offers special guidance for handling people with special needs, e.g., the hearing impaired, those having difficulty with the language, and those not sure of what they want. Active listening skills will also be emphasized.

4/8 8:30-12:00 Tempe Center 909A ($25)

FACILITATING GROUPS EFFECTIVELY, PART II

This two-day workshop is the follow-up to "Facilitating Groups Effectively." The program offers activities that will build the skills of an experienced facilitator. It will include the following topics: the 10 most common disruptive behaviors on teams and how to deal with them, personal style and its impact on the group process, and the how-to's of facilitating a team through each stage of development. Participants will be asked to share their experiences as facilitators and use these as a basis for skill practice and action plans. Please plan to attend both days.

3/11 & 12 8:30-4:30 Tempe Center 909A&B

FRANKLIN TIMEQUEST: INCREASED PRODUCTIVITY THROUGH VALUE-BASED TIME MANAGEMENT

Everyone feels the need to be more in control of his or her time. Often we get lost in mechanics: keeping lists, making notes, following tips on "doing things right." Franklin Quest concentrates on doing the right things. It teaches how to focus on activities that make the most sense for you, in light of your values and long range goals. Specific topics include the following: controlling events, not hours; the relationship of event control to self-esteem and productivity; the role of planning; setting goals that make sense to you, and breaking them into logical assignments and intermediate steps; specific strategies for dealing with "time robbers"; methods of keeping track of your time and analyzing where it can be better spent; and ways of creating a more productive work space. **Deadline for registration and payment: 3/12. Cancellations made by that date will be refunded in full. Refunds not possible after that date, although substitutions allowed at anytime.**

3/26 8:30-4:30 Tempe Center 909A&B
($120: includes the Franklin Day Planner. Vendor Code: CITRAIN)

MARKETING YOURSELF EFFECTIVELY

This workshop is designed for the individual who would like to learn more effective personal presentation skills, plus the basics of networking, to enhance personal and career development. The class will include an overview of ASU networking opportunities and discussion on what ASU departments are looking for when they hire an employee.

3/27 1:15-4:30 Tempe Center 909A

PERSONAL FINANCE AND BUDGETING

Have you had the opportunity recently to think about your financial goals—both your own and your family's? Do you have a personal and/or family budget that is working well for you? Are you satisfied with the use of credit cards in your family? Take this opportunity to review each of these areas for helpful and practical ideas. There is something here for everybody, and it is offered in an easy-to-understand way that you will find helpful and challenging.

3/13 9:30-12-00 Tempe Center 909A

RECRUITMENT MADE EASY

This workshop is a step-by-step exploration of ASU's EO/AA recruitment process for classified, service professional, and administrative positions. Participants will learn how to conduct a successful EO/AA approved recruitment, from submitting a hiring request to making a job offer.

3/13 2:00-4:00 AG 113

STRESS MASTERY I: THE ESSI SYSTEMS STRESS MAP

The Essi Systems training provides a self-care approach to quality of life, offering an educational and individual focus, and relying on self-measurement and self-management. In this session you will have an opportunity to explore new definitions of stress; to identify personal strengths and vulnerabilities; to identify individual stress sources and understand how to cope more effectively with negative stressors; to build awareness of options to improve personal health, stress and performance levels; to learn a

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process for change; and to target action plans. To prepare for this workshop, you will receive your personal StressMap one week before the session. Please fill it out and bring it with you to the workshop. Three weeks following the workshop, participants will meet for a one-hour follow-up session at no additional charge. Deadline for registration and payment for the initial class will be one week before the scheduled date.
3/5 1:00-5:00 Tempe Center 909B ($10)
Follow-up: 3/26 9:00-12:00 AG 113

STRESS MASTERY II
Learn some fun and practical stress management techniques that can be used on the job and at home, including progressive relaxation, diaphragmatic breathing, and guided visualization. Opportunity will be provided to brainstorm strategies for particular, stressful situations you encounter. Come in comfortable clothes, prepared to relax! If you like, bring a towel or mat to lie on. We strongly recommend you complete Stress Mastery I before taking this class in order to get the most out of it.
4/9 1:00-5:00 Tempe Center 909A&B

OPERATIONS

COMPTROLLER'S OFFICE CASH RECEIPTING SEMINAR FOR SUPERVISORS
Section 307 of the Comptroller's Policies and Procedures Manual requires staff having supervisory responsibility for cash-handling to attend an annual training session on this subject. Material covered will include the proper security, handling, and deposit procedures for those departments receiving weekly cash transactions of $50.00 or more.
3/5 10:00-12:00 Tempe Center 909B

FINANCIAL ACCOUNTING SUPPORT (FAS) POLICIES & PROCEDURES
A review of the Comptroller's Office Policy & Procedures Manual as it pertains to Financial Accounting Support (FAS). This is a hands-on session where your "what back-up," "can I pay," and "what forms are required" questions will be answered. Learn when to use the hard copy Request for Check or a PV9. If your College is interested in having this training in-house, please contact Nikki Thompson at 5-1682.
3/13 9:00-11:00 Tempe Center 909B

INTRODUCTION TO THE STUDENT INFORMATION SYSTEM
In this workshop the instructor will give you hands-on practice with the Student Information System as he shows you how to access and read a variety of informational screens, including undergraduate admissions, name and address, academic transcripts, open/closed class status, and more.
3/17 1:00-4:00 Engr. CB103

PURCHASING OPTIONS: THE LIMITED VALUE PURCHASE ORDER (LVPO) AND MORE
This session covers your purchasing options for both on and off campus purchases, using the Limited Value Purchase Order program and the new Debit Card Program. Other topics covered include vendoring procedures, how to use the 1VEN table on CUFS, tips on expediting orders, the PO Check process, using Price Club, and more. First-time users of Limited Value Purchase Orders are required to send a representative from their office to this session prior to being certified to use LVPO's. This will be the distribution representative who will control the forms.
3/12 9:00-11:00 Ritter B101

THE STUDENT EMPLOYMENT PROCESS
This workshop focuses on the procedures and forms involved in hiring student employees. Topics to be covered include the difference between Federal Work-Study and Hourly Employment, compensation and classification issues, job advertisement, guidelines for applications and interviews, emergency hire procedures, and updates on the SEO's policies.
4/8 9:00-12:00 Tempe Center 909B

TRAVEL POLICIES AND PROCEDURES
A great refresher course, as well as an introduction for the first time user. A review of the Comptroller's office Policy and Procedures Manual as it pertains to the ASU traveler. A hands-on session where your "what if," "what happens when," and "can I claim" questions will be answered.
3/27 9:00-12:00 Tempe Center 909B

SAFETY/RISK MANAGEMENT

ADVANCED FIRE EXTINGUISHER TRAINING
This workshop emphasizes the characteristics of the four classes of fires, and the importance of choosing the right fire extinguisher. Participants will have the opportunity to extinguish an actual fire using several types of fire extinguishers. This workshop meets the OSHA requirements for fire extinguisher training.
3/13 9:00-10:30 AG 113

AFRICANIZED HONEY BEES: PROTECT YOURSELF
Learn why Africanized Honey Bees have a "killer" reputation and how they differ from domestic bees. Find out what precautions to take to avoid a stinging incident, how to bee-proof your home and office, and what to do if you are attacked, or discover a hive or swarm.
4/3 10:00-11:00 AG 113

ASBESTOS AWARENESS
This one-hour session defines asbestos and its history of usage in building products. ASU's management of asbestos-containing building materials and abatement practices will be highlighted
3/6 3:00-4:00 AG 113

BLOODBORNE PATHOGENS IN THE WORK-PLACE
This session identifies the protections defined by OSHA's Bloodborne Pathogen Standard for employees who may, during the performance of their duties, come into contact with human blood or other potentially infectious materials. Topics include the University Exposure Control Plan, exposure determinations, universal precautions, engineering and work practice controls, housekeeping, HIV research laboratories, Hepatitis B Vaccination, post exposure evaluation and follow-up, signs and labels, modes of transmission, and epidemiology and symptoms of bloodborne pathogens (HIV and HBV). Attendance at this session meets OSHA training requirements. All interested faculty and staff are invited to attend.
3/18 9:00-10:00 AG 113

DRIVING ON THE MALL
Designed to promote the safety of pedestrians and to reduce the liability of the university, this class, presented by a DPS Officer, provides guidelines and rules for those operating vehicles on campus malls.
3/6 1:15-2:15 AG 113
4/10 1:15-2:15 AG 113

HAZARDOUS WASTE MANAGEMENT TECHNIQUES FOR LABORATORIES AND FACILITY OPERATIONS
This is a one-hour session on specific mandates for responsible hazardous waste management geared for major educational institutions. Topics include U.S. Environmental Protection Agency and Arizona Department of Environmental Quality regulatory requirements, environmentally sound management and disposal technologies, the university hazardous waste management guidance document, and management policy. The workshop concentrates on specific directions for managing hazardous waste generated by academic and non-academic operations.
4/1 10:00-11:00 AG 113

HOME POOL SAFETY
Is your home pool as safe as it can be? Do you have small children? Home pool safety in Arizona is an important issue since the number one cause of death in Arizona for children under the age of 5 is drowning. Come find out what you can do to make your pool environment safer and what you can do in case there is an emergency in a pool setting. There will be an optional poolside practical session which will provide demonstrations of what can be done in an emergency. Feel free to bring family members and friends.
4/1 3:00-4:30 SRC Classroom & Pool

LABORATORY CHEMICAL SAFETY
ALL ASU LABORATORY STAFF ARE REQUIRED TO ATTEND THIS TRAINING, which presents the university's chemical hygiene plan for academic and research laboratories using hazardous chemicals. Topics include OSHA regulatory requirements established in the Laboratory Standard (Occupational Exposure to Hazardous Chemicals in Laboratories), material safety data sheets, chemical inventorying and labeling, general laboratory safety, personal protective equipment, respirators, audits and

To register: Send an email note to IADTRG, or call 5-4751
You may also use *employee.development@asu.edu*

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compliance, local ventilation, and emergency procedures for laboratory incidents. Attendance at this session meets a portion of the OSHA mandated laboratory training requirement for laboratory workers.
3/4 9:00-11:00 AG 113

OFFICE ERGONOMICS
This workshop will help employees understand how to set up their workstation to maximize comfort and efficiency. Basic stress techniques for use in the office will be demonstrated. Emphasis will be directed at cumulative trauma disorder (CTD) preventative measures.
3/11 2:30-4:00 AG 113

OFFICE SECURITY
This class, conducted by a qualified member of the ASU Department of Public Safety, will guide faculty and staff through common security errors in the office and will discuss implementation strategies to diminish theft and criminal damage. Personal safety in the office will also be discussed.
4/2 10:30-12:00 AG 113

CHILD AND FAMILY SERVICES

Please RSVP for the following events to 965-9515 or send an e-mail note to ICMMD or IEDJG. For further information about workshops or other programs and services, call 965-9515.

FAMILY FITNESS
This presentation by Darren Dale will outline the importance of physical activity and good nutrition for children and adolescents. Specific content: how much physical activity does my child need? Are competitive sports a good idea? What does a good school physical education program look like? What are the facts regarding children, television and obesity?
3/4 12:00-1:00 Women's Student Center, MU, Lower Level

SUMMER OPTIONS FOR SCHOOL-AGE CHILDREN
Find out what is available for your school-age child in Tempe, Mesa, and Chandler this summer. A panel of representatives from area agencies will discuss their summer programs.
4/1 12:00-1:00 Women's Student Center, MU, Lower Level

ELDER CARE SUPPORT GROUP
What is hospice? Presentation by Hospice of the Valley.
3/27 Noon-1:00 MU 214 (Gila)

MARGARET KATHLEEN PIPER
1006
UNIVERSITY LIBRARIES

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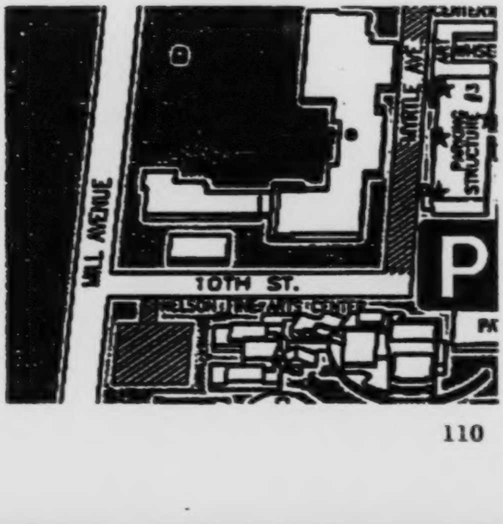
UNIVERSITY

Note location of Tempe Center 909 A&B



EMPLOYEE DEVELOPMENT

March 4 through April 10

To Register, send e-mail to *iadtrg*, or call 5-4751. Please include the following:

Name and date of the workshop
Your Name
ASU I.D. Number
Phone
Mail Code
E-mail I.D.

If you have suggestions for additional workshops, or other suggestions for improving employee development, please let us know.

January 17 **Presentations for Windows 3.0** **2:00 - 3:30 p.m.**
(formerly Hands-on Graphics)

WP Presentations is the library's supported graphics and presentations software package. It can be used to produce interesting graphics and text for documents, signs, flyers, brochures, and slideshows. This hands-on class will be taught using the latest version of Presentations, 3.0 for Windows. (Most of the features can also be found in the earlier DOS and Windows versions.) Staff will learn techniques for creating and editing original graphics as well as using and modifying existing graphics (clip art) files and typefaces. (The slideshow, charting and bitmap editing features of this software will NOT be covered.) While many of the function keys are similar to those used in WordPerfect, no knowledge of WordPerfect or artistic ability is required.

Location: ITC. Class size: 6. Instructor: Melissa Jacobi. Advance registrations is required. ***Signup sheets are posted in the ITC.***

January 18 **Advanced Eudora** **11 - Noon**

This session will be a lecture/demonstration on advanced topics in Eudora. Topics to be covered will include: *inserting the text from a file* into an email message (cut and paste & attachment), *attaching a separate file* to an email message (e.g. WordPerfect documents, programs, etc.), configuration options to customize your use of Eudora (Switches), creating mailboxes and transferring messages between mailboxes, creating a recipient list, creating nicknames from mail messages, and the find & sort commands.

Prerequisites: You should have taken the Eudora for Windows class or have substantial experience using Eudora.

Location: Reference Classroom. Class size: 20. Instructors: Bridget Canavan and Curtis Osmun. ***No advance registration is required.***

January 22 **PageMaker 5.0 for Windows Demo** **2:30 - 3:30 p.m.**

This session will demonstrate PageMaker, a popular desktop publishing program available on our LAN. This high-end page layout software can incorporate many text and graphic formats to create newsletters, manuals, pamphlets, posters, etc. This demo will discuss highlights of the program and how it differs from graphic and word processing packages. We will outline the support USS can provide PageMaker users and offer suggestions on how PageMaker might be used to created publications for your department.

Location: Video Theater. Class size: 40. Presenters: Melissa Jacobi and Vince McCoy. ***No advance registration is required.***

January 24 **Advanced Netscape** **9 - 10 a.m.**

This hands-on session will cover specific features of the Netscape program. Topics to be covered will include: organizing bookmarks, customizing Netscape (screen appearance, button bars, fonts, setting helper applications, e.g. external viewers, adding your email address, etc.), using Netscape to navigate your hard drive, reading Usenet News with Netscape, and sending email messages while in Netscape. We will also discuss ways of sharing the URL's you discover with others.

Prerequisite: Substantial experience with using the Netscape program.

Location: ITC. Class size: 6. Instructor: Vince McCoy. Advance registration is required. ***Signup sheets are posted in the ITC.***

NORTHWESTERN UNIVERSITY LIBRARY
114

RUSSIAN FOR BIBLIOGRAPHIC SEARCHING

Course Outline

Before the first class, each participant will analyze his or her work and describe how knowledge of Russian could be helpful. Specific examples and exercises will be tailored toward these needs.

Week 1. Cyrillic alphabet (print, script, alphabetical order, pronunciation). Assignment: Alphabetize list of Russian words and translate into English.

Week 2. Reading Russian (dates, personal names, titles, place names, abbreviations). Assignment: Translate title page of book, periodical and newspaper.

Week 3. Elements of grammar affecting searching. How to read bibliographic records using various reference sources. Assignment: Using reference sources.

Week 4. LC transliteration. Notis searching. Assignment: Exercises in transliteration and searching.

Week 5. Other transliteration systems and languages using Cyrillic alphabet. Searching OCLC and RLIN. (If possible, RLIN's Cyrillic database will be demonstrated.) Assignment: Online searching exercises.

Week 6. Discussion of Soviet and post-Soviet bibliographic practice. Exchange of knowledge, problems, and solutions from the workplace.

interoffice
MEMORANDUM

to: All Library Employees
from: Jo Bessler
subject: Development "Dollars" Program
date: June 25, 1996

At the June 19 meeting of LAM, the Libraries' Managers and Administrators approved testing a new program to encourage and measure staff development activities. The program titled Development "Dollars" was suggested by the Library Training and Development Committee to meet four objectives:

a) to encourage managers and staff to identify the skills and knowledge necessary for individuals to excel in library work in an environment of continuing change and to establish a plan for gaining these skills;

b) to underscore the administration's commitment to employee development by guaranteeing staff at least 5% of their time for library related development;

c) to encourage staff to seek training and development activities and to consider practice work as part of their responsibilities;

d) to offer individuals, managers, and the administration a way of quantifying time spent on development.

On July 1, 1996, the Library will begin this program. Each non-exempt, regularly employed staff member will receive an electronic or paper statement indicating that they have an account with one hundred hours (or 5% of their annual work time) to use for library related training and development over the next year. These "dollars" represent hours which the University Libraries is offering staff to enable them to enhance their knowledge of libraries and library related issues and skills. Individuals should work with their supervisors in identifying areas in which the individual wants or needs to strengthen skill or understanding.

Attached are copies of the program guidelines and responses to some common questions.

DEVELOPMENT DOLLAR GUIDELINES

On July 1, 1996, all non-exempt, full time (30 hours or more year round) regularly employed library staff members will receive a statement indicating that they have an account with one hundred hours (or 5% of their annual work time) to use for library related training and development over the next year.

Individuals and their supervisor/s should work together to identify and document areas in which the individual wants or needs to strengthen skills or knowledge in order to keep pace with changing library demands and to examine options for meeting these needs.

Each time the staff member attends a training/developmental event, the staff member should note the attendance on the sheet and subtract the hours from their total.

Twice a year (December and June), the Department Head will gather these records and submit them to the Chair of the Training and Development Committee who would prepare an analysis as part of the Committee's mid-year and annual reports.

A copy of each individual's Record should be included in their local personnel file.

Because this is a new program, there are some uncertainties about its application. Below are the answers to some common questions.

QUESTIONS ABOUT THE DEVELOPMENT "DOLLAR" PROGRAM

Why is this program called Development "Dollars"? This program is called Development "Dollars" to stress the fact that the Library is paying staff their salaries to study and learn new skills and concepts which will help them in the years ahead. Please note that this program does NOT provide any form of payment for fees or program costs. Although the Library has regularly increased its actual funding for Developmental activities, this program is aimed at committing TIME. Requests for funding must continue to follow the usual patterns.

Who is eligible for this program? This program applies to non-exempt, regularly employed individuals who are classified as full time according to University Guidelines. This requires working 30 or more hours per week year round. Regularly employed individuals who work less than 40 hours a week would receive benefits based on 5% of their work time.

Faculty, administrative, and professional staff are not explicitly covered by this program because their positions are not structured by a 40 hour work week. **Managers, however, should encourage individuals in these positions to take advantage of developmental opportunities and to report their activities annually.**

What about part-time staff who work nights and weekends? Staff who work nights and weekends will be paid or will have their hours adjusted when they attend mandated work-related training and development or programs targeted at all staff or staff in their particular classification or units.

What type of training or development is covered? One goal of the Development "Dollars" Program is to track training and development. For this reason, all training and development activities (except the initial training of new staff)[1] should be measured by counting the hours to the individual's Development "dollars" account. Training and development activities would include a range of **library related** options, such as: course work, workshops, seminars, Systems Forum, lectures, OIT, library, and HR training sessions, Development Day, the January Video Series, Web-based training programs, conference attendance, and time spent practicing new skills. The dollars are meant to cover hours spent during the regular work day and could not be used for overtime. Except in unusual circumstances, they would not cover time spent reading, practicing, or watching library-related materials/videos at home. At no point should the time spent on training and development exceed the 40 hour work week.

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[1] Supervisors are encouraged to note the amount of time spent on initial training and to report it on the same report in a separate line called "new employee training".

What does library-related mean?
Another goal for the Development "Dollars" program is to help prepare staff for changing work demands. Although some of the Development "Dollars" should be used to guarantee time for practicing job-related skills, hours should also be used to prepare for the future. Many staff may wish to use some of their hours to attend local programs which teach more about library issues and changes in technology which may effect them in the years ahead. Examples include: attendance at the Library Management System presentations, the Systems Forums, the Online Users Group meetings, CPR training, OIT and Human Resource programs, and Development Day.

Although a staff member may wish to attend an occasional health related program offered by the Department of Human Resources or to attend some University sponsored, non-library related program, these broadly focused developmental efforts should account for only a small part of the overall effort.

What about course work?
As stated above, the goal of Development "Dollars" is to help staff prepare themselves for changing work demands. Some course work can contribute to this growth -- for instance a course on the Internet might be of great value to a reference assistant.

If the course directly contributes to the employee's skill in his or her current position in a significant way or if it generally broadens the individual's knowledge of librarianship or of a closely related discipline (such as computer science), the individual may use up to 20% of their 'dollars" to free time for this course whether or not it is offered during work time.

If a course broadens the individual's knowledge of any field that is not directly related to the individual's current assignment or to librarianship, that work will be viewed as personal development and outside the scope of Development "Dollars".

If a Department Head believes that attending a course is vital to the position, the Department Head should consult with the appropriate Deputy/Assistant Director.

How will the time be measured?
Each "dollar" would guarantee one hour of time. Travel time would not be counted nor would time spent at home reading or watching library-related materials. Programs which lasted more than 1 ½ hours would be counted as two hours. Supervisors may permit, or even encourage, staff to devote more time to training than the 100 allotment. Additional hours should be noted on the report.

What will happen to real work while the individual is working on "development"?
Development is viewed as part of every job. Individuals are expected to select activities which

will directly improve their job performance or which will enable them to contribute to the Library's success in the years ahead. Managers recognize that there will be some delays in production, but hope that these delays will be off set in time by the efficiency generated by improved knowledge.

Who is "mandated" to do what?
All supervisors must make it possible for their staff to use up to 100 hours for library related development, training, or practice. Although it may be impossible to free a staff member for a particular session, supervisors must free 100 hours for this program.

If a staff member cannot identify 100 hours of applicable programs or study, he or she may choose not to attend a full 100 hours of training. As always, however, employees MUST participate in training or developmental activities which their supervisor's deem essential for their work.

DEVELOPMENTAL DOLLARS
ACCOUNT RECORD

DEPARTMENT: ____________ INDIVIDUAL: ____________________

PERIOD COVERED: ____________________

SAMPLE:

DATE	ACTIVITY	HOURS USED	BALANCE
7/1/96		0	100
7/5/96	LOTUS WORKSHOP	3	97
7/8/96	PRACTICE LOTUS	2	95

DATE	ACTIVITY	HOURS USED	BALANCE
7/1/96		0	100

BEST COPY AVAILABLE

Virginia Tech

University Libraries
Staff Training and Development
Program Description

Prepared by:
Glenda Rose Scales, Research Consultant
Brenda Hendricks, Training Coordinator
June 1996

University Libraries Staff Development and Training Program Description

Executive Summary

Background

The training and development program is an initiative that is supported by the University Libraries Dean and administrative staff. The purpose of the program is to provide the employees of the University Libraries with opportunities to acquire new skills for their current position as well as for professional development.

This initiative also supports the University Libraries in their mission of being prepared to respond to the constantly changing information needs of a diverse clientele. The primary goal of this plan is to communicate the direction of the training and development program to all library employees.

Training Mission

By being proactive in implementing a world class training program, it is our intention to provide continuous quality, cost effective, timely, and useful training activities that reflect the needs of the University Libraries employees. We believe that all faculty, staff, and student workers deserve an opportunity to participate in training. In support of this belief, the library administrative staff encourages employees to take advantage of designated work release time for training activities.

Staff Training and Development Program Goals

The Staff Training and Development office will initiate a program that includes the following broad goals:

1. Formalize and implement a training that is linked with the organizational goals.
2. Identify the resources and professional contacts available for training and development.
3. Assist employees in learning how to maximizing their use of their available technology in the context of their job.
4. Increase management awareness of the available training options.
5. Design and deliver training to support managers in identifying their own training needs and those of their staff. The emphasis on on-the-job development enables learning to become a continuous activity.
6. Assess training needs, plan, and evaluate on a yearly basis.
7. Provide a variety of learning experiences for on-the-job training and professional development.

In order to accomplish our goals, the following objectives for the program will be established for the fiscal year 1996-1997:

1. Increase the usage of the training room for training activities and training equipment by 80 percent during the next six months.

2. Establish a server for the Staff Training & Development program.

3. Timely posting of the master schedule and the weekly schedule. Course sign-up option available from the WWW pages.

4. Create alternate delivery methods for OJT to promote the just-in-time training concept. This can be accomplished through the purchase of CD-ROM, Computer based training materials, video, and audio tapes resources.

5. Increase the visibility of the Staff Training & Development office by having every employee affiliated with the University Libraries aware of its mission and goals and course offerings.

6. Establish a method of comparing the Staff Training & Development program with three peer institutions, Iowa, Purdue, Tennessee.

Target Training Population

University Libraries' faculty and staff are encouraged to attend courses. Offering training courses to student workers will be a new initiative from the Staff Training and Development Office. Furthermore, a collaborative effort will be made with the Information System division in order to leverage our training resources.

To promote our outreach efforts, the Staff Training and Development Office will establish a collaborative relationship regarding training programs with the Montgomery Floyd Regional Libraries.

Managing the Training & Development Program

Staff Support

Figure 1. describes the relationship between the instructional initiatives from Library Instruction, Personnel, and the Staff Training & Development Office.

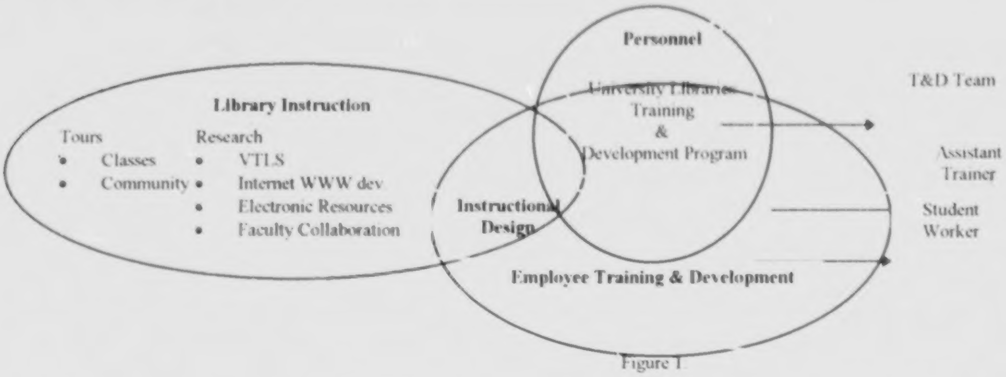
Personnel
Library Instruction
Tours
Classes
Community
Research
VTLS
Internet WWW dev
Electronic Resources
Faculty Collaboration
University Libraries Training & Development Program
Instructional Design
Employee Training & Development
T&D Team
Assistant Trainer
Student Worker

Figure 1

The Role of the Training Coordinator *Full time*

The training coordinator will primarily manage the Staff Training & Development Office

- Develop and articulate the training strategy
- Promote a training culture
- Collaborate and work with the Instructional Librarian
- Act as team leader for the training & development team
- Lead needs assessment activities
- Lead the design and development of programs
- Implement training & development programs
- Evaluate the results

This is achieved by:

- Defining and developing the appropriate relationship with all managers, giving special consideration to identifying the maximum leverage for the training resource within the organization
- Adopting a proactive role in identifying and implementing training solutions...

The Role of the Graduate Assistant *Wage*

The graduate assistant will offer support for automation projects:

- Assist in Web page development
- Develop on line training registration & schedule

The Role of the Staff Training & Development Team *Twice a month*

The members of the Staff Training & Development team will be involved in the following activities:

- Assist with the development and implementation of the needs assessment

- Identify internal training courses and trainers.
- Support the training & development yearly planning initiatives.
- Plan and implement the yearly in-service conference
- Recommend resources for the training library and in support of classes.

Facilities Management

Second floor Windows Lab

Usage of the Training Room:

We will increase the usage of the training room for training activities and training equipment by 80 percent during the next year by:

1. Continue to offer the FUNdamental Skills training initiative.
2. Demonstrate new products and software.
3. Open the lab for development of instructional tools/resources; Usability testing of products primarily WWW pages.
4. Research new products and testing new software applications.
5. Provide staff with a facility for using self-paced tutorials.
6. Maintain a training library that consists of training resources.

Scheduling Events

Timely posting of the master schedule and the weekly schedule. Course sign-up option available from the WWW pages.

1. The room schedule will be posted on Meeting Maker.
2. A weekly schedule will be posted outside of the Staff Training and Development office.
3. Create Home Page with access to the Master Schedule from Web.
   Registration: On-line registration / confirmation via the Internet

Delivery Methods for Teaching / Learning

Self Paced	Create alternate delivery methods for OJT to promote the just-in-time training concept. This can be accomplished through the purchase of CD-ROM, computer based training materials, video and audio tapes.
One-on-One	Experienced students training new student workers
Mentoring & Coaching	Apprenticeship program for learning about library work
Outside Vendor Training	To provide a variety of delivery methods for workshops and seminars. Solinet New River Community College CareerTrack, SkillPath, Fred Pryor, etc.

In-house/On Campus Training	FUNdamental Skills classes Computing Center Short Courses/New Media Center

Technology Support

Establish a Staff Training & Development Server

Usage of the Server:

1. Create a Home Page and Master Course Offering Schedule.
2. Advertise the Staff Training & Development office.
3. All documentation supporting in-house courses will be placed on the server.

Purchase Administrative Software

Purchase Microsoft Project and a Training Administration software package that will produce training profiles.

Efficiency

As a result of using the Staff Training & Development server we will decrease the paper waste and increase the flexibility in obtaining training materials by placing handouts and training manuals on-line. Therefore, trainees can print the information on-demand or view them from the screen. On-line registration will save employees time and is more convenient.

Publicity

Advertising

Increase the visibility of the Staff Training & Development office by having every employee in the library aware of its mission and goals and course offerings.

1. Create brochures about the Staff Training & Development office.
2. Create a Web-site for Staff Training & Development.
3. Demo new software applications.

Staff Training and Development Calendar

July 1996 - June 1997

Listed below are upcoming activities sponsored by the Staff Training & Development Office, as well as a few other meetings of interest. Registration is required for these activities--information about registration will be posted on-line.

Date	Course Title	Series	Time	Location
August				
Aug 14	Charting Our Course	Library Issues	8:15 - 4:30 pm	Newman Library**All Day* In-service Conference
September				
Sept 3 -Oct 1	Word 6	NRCC	6:00 - 9:00 pm	CRC, Information Systems Bldg
October				
Oct 1	Continuous Process Improvement	Leadership & Mgmt	9:00 - 4:00 pm	CEC
Oct 2	Managing the Electronic Library (teleconference)	Library Issues	1:00 - 3:00 pm	CEC, Conf Rm C
Oct 8 - Nov 5	PowerPoint	NRCC	6:00 - 9:00 pm	CRC, Information Systems Bldg
Oct 9	The Successful Searcher	Library Issues	9:00 - 4:00 pm	Newman, Windows Lab, 2nd fl
Oct 10	ILL for New and Selective Users	Library Issues	9:00 - 4:00 pm	Newman, Windows Lab, 2nd fl
Oct 10 - Nov 7	Excel 5.0	NRCC	Th, 6:00 - 9:00 pm	CRC, Information Systems Bldg
Oct 11	ILL: Beyond the Basics	Library Issues	9:00 - 4:00 pm	Newman, Windows Lab, 2nd fl
Oct 18	Windows 95	FUNdamental Skills	9:00 - 11:00 pm	Newman, Windows Lab, 2nd fl
Oct 28	Windows 95	FUNdamental Skills	1:30 - 3:30 pm	Newman, Windows Lab, 2nd fl
Oct 29	Windows 95	FUNdamental Skills	9:00 - 11:00 pm	Newman, Windows Lab, 2nd fl
November				
Nov 6 - Dec 4	Excel	NRCC	Wed, 6:00 - 9:00 pm	CRC, Information Systems Bldg
Nov 7	Information Literacy (teleconference)	Library Issues	1:00 - 3:00 pm	Newman, 3rd fl Listening Rm
Nov 11	Copyright Workshop	Library Issues	8:00 - 5:00 pm	CEC, Rear Auditorium
Nov 15	Women's Leadership Conference	Leadership & Mgmt	8:30 - 3:45 pm	Holiday Inn Tanglewood

January				
Jan 27	Windows 95	FUNdamental Skills	2:00 - 4:00 pm	Newman, Windows Lab, 2nd fl
Jan 30	Windows 95	FUNdamental Skills	3:00 - 5:00 pm	Newman, Windows Lab, 2nd fl
February				
Feb 11	Ergonomics	Personnel	10:30 - 11:30 am	Library Boardroom
Feb 19	Sexual harassment	Personnel	2:00 - 4:00 pm	Library Boardroom
Feb 25	Sexual harassment	Personnel	10:00 - noon	Library Boardroom
March				
Mar 11	Project Management	Leadership & Mgmt	9:00 - 4:00 pm	1045 Pamplin
Mar 20	The Future for Librarians (teleconference)	Leadership & Mgmt	2:00 - 3:30 pm	To be announced
Mar 24	High-Tech Applications: Science & Technology	Library Issues	9:00 - noon	Newman, 2nd fl classroom
Mar 24	Chemical Searching for Non-Chemists	Library Issues	1:00 - 4:00 pm	Newman, 2nd fl classroom
Mar 25	Business Applications Seminar	Library Issues	9:00 - 4:00 pm	Newman, 2nd fl classroom
April				
Apr 3	Interpreting the OCLC Marc Record	Library Issues	9:00 - 4:00 pm	Newman, Windows Lab, 2nd fl
Apr 4	Passport for Windows	Library Issues	9:00 - 4:00 pm	315 Randolph
	PowerPoint	FUNdamental Skills	to be announced	Newman, rm to be announced
	Communicating in Culturally Diverse Workplace	Communication/Customer Services	to be announced	To be announced
May				
	Overview of Communication Skills	FUNdamental Skills, Communication/Customer Services	to be announced	Newman, 3rd fl classroom
	Supervision I: The Supervisor's Role in the Library	Leadership & Mgmt	to be announced	To be announced

Course Listing by Series

Communication/Customer Services Series

Communication/Customer Services Series
Customer Services
Overview of Communication Skills
Delivering Successful Presentations
Communicating in a Culturally Diverse Workplace

Leadership/Management Series

Project Management
Facilitating Effective Meetings
Introduction to Teamwork Concepts
Continuous Process Improvement
Supervision I: The Supervisor's Role in the Library

Personnel Series

Sexual harassment
Write and conduct effective performance appraisals
Ergonomics

Library Issues

Business Applications Seminar
Charting Our Course
Chemical Searching for Non-Chemists
Copyright Workshop
The Future for Librarians
ILL for New and Selective Users
Information Literacy: Restructuring Learning in an Electronic Environment
Interpreting the OCLC Marc Record
High-Tech Applications: Science & Technology Databases
Managing the Electronic Library
Passport for Windows

FUNdamental Skills *Software courses through NRCC offer are more advanced

Eudora
Basic MAC
Windows '95
VTLS
Troubleshooting
Internet
Overview of Communications Skills
MS Word
Excel
PowerPoint

Course Descriptions of Staff Training and Development Program

Business Applications Seminar

This intermediate-level session provides a series of applications for obtaining competitive intelligence. Applications focus on researching individual industries, which includes finding an industry overview, identifying major players and trends, finding forecasts, and obtaining information; identifying business opportunities; and using intellectual property for competitive advantage. Attendance assumes basic knowledge of DIALOG commands at the System Seminar level.

Date/time: March 25, 9:00 - 4:00 pm
Presenter: Knight-Ridder/DIALOG
Locations: Newman Library, 2nd fl classroom

Charting Our Course

This in service day consists of a variety of process tours to choose from in the morning sessions, lunch with speaker and local author Sharyn McCrumb, and module presentations to choose from in the afternoon sessions.

Date/time: August 14, 8:15 - 5:00 pm
Presenter: FUNdamental Skills Team
Location: Newman Library and Squires, Old Dominion Ballroom

Chemical Searching for Non-Chemists

This seminar provides an introduction to searching the chemical databases for searchers with little or no chemistry background. Techniques discussed include using CAS ® Registry Numbers, the RANK and MAP commands, searching synonyms and locating toxicological, environmental, chemical, business, and patent information. CHEMICAL STRUCTURE SEARCHING AND CHEMICAL NAME FRAGMENT SEARCHING ARE NOT COVERED IN THIS SEMINAR.

Date/time: March 24, 1:00 - 4:00 pm
Presenter: Knight-Ridder/DIALOG
Locations: Newman Library, 2nd fl classroom

Communicating in a Culturally Diverse Workplace

This workshop is designed to promote multicultural awareness and enhance communication flow between people of different cultural backgrounds. Concentration will be on library public services staff providing help to the university community.

Date/time: To be announced
Presenter: Team taught by the Multicultural Center and Library Reference staff
Location: To be announced

Continuous Process Improvement

This workshop is NEW one-day Continuous Process Improvement (CPI) workshop with emphasis on Meeting Management and Organizational Communication. It is a second in a series of training and education programs and builds on learnings and material presented in our first CPI offerings. Participation in the first CPI offering is not required, however, it is recommended.

Date/time:	October 1, 9:00 am to 4:00 pm
Presenter:	University Leadership & Development
Location:	Donaldson Brown Hotel and Conference Center

Copyright Workshop

Part I, 8:30 - 2:30: History and philosophy of copyright, exemptions of rights, fair use, coursepacks, distance learning, shrink wrap licenses, exclusive rights, general guidelines, electronic reserve, interlibrary loan

Part II, 3:00 - 5:00: The NII (National Information Infrastructure) Act, issues related to Senator Hatch's proposed copyright legislation, proposed changes to copyright law, future of and possible alternatives to copyright law.

Date/time:	November 11, 1997, 8 am to 5 pm
Presenter:	Sally Wiant, Professor of Law, Washington & Lee University and Director of the Law Library Lee Hollar, Professor of Computer Science, University of Utah and Scholar-in-Residence, Dean Dinwoodey Center for the Study of Intellectual Property Law, The George Washington University
Location:	CEC, rear auditorium

Customer Services

This course will be designed to provide staff who work at public service areas with basic information and customer service standards.

Date/time	To be announced
Presenter:	Arranged by the Training Office/Public Services Staff
Location:	Newman Library

Resources: The Customer Services Team will produce tutorials and documentation to be used as training materials for staff and students who work public service points.

Delivering Successful Presentations

Learn how to design effective presentations using PowerPoint.

Date/time:	To be announced, April 97
Presenter:	FUNdamental Skills trainers
Location:	Newman Library

Ergonomics

Ergonomics can be expected to receive increased attention now that the Occupational Safety and Health Administration has gotten the green light to develop a workplace standard aimed at curtailing repetitive stress injuries. Training can be an effective tool for employers to reduce the number of ergonomic-related injuries in the workplace.

Date/time: February 11, 10:30 - 11:30 am
Presenter: Boise Cascade consultants
Location: Newman Library Boardroom

Excel

Introduces basic spreadsheet concepts and techniques using the Microsoft Excel software. Designed for those with little or no experience with spreadsheets or Microsoft Excel. Students learn how to input data and formulas into a simple spreadsheet. Emphasis is on getting the student comfortable with basic spreadsheet design and data entry.

Date/time: October 10 - Nov 7, 6:00 - 9:00 pm
Presenter: New River Community College instructors
Location: CRC, Information Systems Building lab

Facilitating Effective Meetings

This seminar is designed for participants to learn how to effectively prepare and conduct meetings. Team member roles, rules, and tools are introduced.

Date/time: To be announced
Presenter: Library Training Office
Location: Newman Library, 3rd fl classroom

The Future for Librarians

A distance learning videoconference sponsored by SLA, MLA, AALL, and Lexis-Nexis. This videoconference will explore issues about how professionals will function in libraries and information services in five years how today's librarians maximize their influence in the 21st century.

Date/time: March 20, 2:00 - 3:30 pm
Presenter: Toby Pearlstein, Manager of Information Services, Bain & Company
Bernie Todd Smith, AHIP Director, Library and Circuit Librarian Program, Werner Health Sciences Library
Joanne G. Marshall, PhD., and AHIP Professor, Faculty of Information Studies, University of Toronto
Location: To be announced

High-Tech Applications: Science & Technology Databases

The seminar suggests techniques for using online resources to enhance your understanding of unfamiliar technologies and highlights applications such as searching for numeric data, locating translations, identifying specifications and standards, and obtaining technology intelligence information. Special emphasis is given to the use of online thesauri, Additional Indexes, and creative use of the RANK command. The seminar is intended for searchers who are required to research technical and scientific subjects.

Date/time:	March 24, 9:00 - noon
Presenter:	Knight-Ridder/DIALOG
Location:	Newman Library, 2nd fl classroom

ILL: Beyond the Basics

If you know how to search the Online Union Catalog (OLUC) and use the PRISM Interlibrary Loan Service, but would like a refresher course to refine your skills, then this session is for you. Full and selective users will benefit from this workshop. Topics include: dealing with variations in ILL beyond basic borrowing and lending; using union lists effectively; using the NAD to keep your library's records and policy information current; an explanation of SoLINE and Group Access Capability/Union Listing (GAC/UL); using ILL to order from document suppliers; and an explanation of OCLC's ILL monthly activity reports. Hands-on exercises will be included.

Date/time:	October 11, 9:00 - 4:00 pm
Presenter:	Solinet trainers
Location:	Newman Library, 2nd fl classroom

ILL for New and Selective Users

This workshop is for SOLINET members and selective users who have minimal experience with OCLC's PRISM Interlibrary Loan Service. Discussion topics include: Passport Software; searching the Name-Address Directory and the Union List Subsystem; SoLINE and group access capabilities; and using the ILL Service to borrow and lend materials. This course provides very basic training. Hands-on training *will be included.*

Date/time:	October 10, 9:00 am - 4:00 pm
Presenter:	Solinet trainers
Location:	Newman Library, 2nd fl classroom

Information Literacy: Restructuring Learning in an Electronic Environment

During the interactive teleconference, Hannelor Rader, director of the Cleveland State University library, will look at information literacy in the context of restructuring learning in an electronic environment.

Date/time:	November 7, 1:00 - 3:00 pm
Presenter:	Hannelor Rader
Location:	Newman, 3rd fl Listening Room

Interpreting the OCLC Marc Record

This session introduces the OCLC MARC record. The workshop consist of lecture, demonstrations, and hands-on exercises. Topics include: history of the MARC record, application of the MARC record, basics of the fixed and variable fields, and which fields are searchable and how.

Date/time: April 3, 9:00 am - 4:00 pm
Presenter: Solinet staff
Location: Newman Library, New Media Center

Introduction to Teamwork Concepts

This course is taught with a PowerPoint presentation and teaches the differences between teams and committees.

Date/time: Upon request for start up teams
Presenter: Library Training Office
Location: Newman Library

Managing the Electronic Library

A national teleconference featuring Hannelor Rader, director of Cleveland State University library. This teleconference will focus on components, services and management of the electronic library. Ms. Rader will examine integrated automated library systems, access to electronic information, and balancing competitive information and user-centered services, and how information specialist may keep current in an electronic environment.

Date/time: October 2, 1:00 - 3:00 pm
Presenter: Hannelor Rader
Location: CEC, Conference Room C

Overview of Communication Skills

This workshop is designed to convey the importance of good communication skills, regardless of the medium used.

Date/time To be announced, April 97
Presenter: FUNdamental Skills trainers
Location Newman Library, 3rd floor classroom

Passport for Windows

This full-day introductory workshop provides an introduction to the Windows environment in the morning and covers the new features of OCLC's Windows version of Passport and its hardware/software requirements in the afternoon. The workshop will comprise lecture, demo, and hands-on exercises.

Date/time: April 4, 9:00 am - 4:00 pm
Presenter: Solinet staff
Location: 315 Randolph

Powerpoint

Microsoft PowerPoint is an application program that can help you create classroom presentations. PowerPoint provides you with the means to organize your ideas and produce visual aids to convey your message. Each screen of information in Microsoft PowerPoint is called a slide. A set of slides makes up a presentation or a PowerPoint file. This file is a computer slide show that can be presented with the computer or converted to another presentation format like 35 mm slides or overheads. You can also produce handouts, speaker's notes, and outlines

Date/time: October 8 - Nov 5, Tues. 6:00 - 9:00 pm
Presenter: New River Community College instructors
Location: CRC, Information Systems Building lab

Project Management

Whether you are working on a large or small project, project management skills can help you consistently complete projects on time, on budget and on target. Participants will learn the skills required to define, plan, budget and implement a project.

Date/time: March 11, 9:00 am to 4:00 pm
Presenter: Fred Pryor Seminars
Location: Pamplin Hall, Room 1045

Sexual Harassment

This course is designed for supervisors as well as front line staff. The Universities' Equal Opportunity Affirmative Action staff will use a slide presentation and workbook to communicate the most recent laws concerning sexual harassment in the workplace.

Date/time: February 19, 2:00 pm - 4:00 pm
February 25, 10:00 am - noon
Presenter: Rene Rios, EOAA Office
Location: Newman Library Boardroom

The Successful Searcher

Can anyone remember when OCLC searches were free? Now they all cost money, except for authority searches. This session covers the basics of searching. Hands-on exercises are included. Topics covered include: keyword searching, derived and numeric search keys, navigating PRISM screen displays, the fields indexed, command and phrase searching, searching hints and tricks, what counts as a search and what it costs.

Date/time: October 9, 9:00 - 4:00 pm
Presenter: Solinet trainers
Location: Newman Library, 2nd fl Windows lab

Supervision I: The Supervisor's Role in the Library

Before the employee even enters the picture, the effective supervisor can take steps that lay the groundwork for successful supervisor/employee relations and set the stage for quality job performance. This full-day workshop focuses on creating the environment and establishing the structure for successful supervision. Among the topics: creating a climate for motivation and high performance, planning and assigning work, recruiting and selecting the best staff.

Date/time	To be announced, May
Presenter:	Maureen Sullivan, Solinet
Location:	To be announced

Windows 95

This class is an introduction to Windows 95. Participants get a hands-on introduction to using Windows 95. The following topics are covered: technical advantages of Windows 95, using the taskbar and setting it's properties, working with files using My Computer and Windows Explorer, creating shortcuts to launch applications, and customizing the Start menu.

Date/time:	On-going, *see* Staff Training & Development calendar
Presenter:	FUNdamental Skills trainers
Location:	Newman Library, 2nd fl Windows lab

Word

This five week course covers beginning, intermediate and advanced word processing skills.

Date/time:	September 3 - October 1, 6:00 - 9:00 pm
Presenter:	New River Community College instructors
Location:	CRC, Information Systems Building lab

Training Library

Books For Dummies:

Internet for Macs for Dummies - Seiter, Charles
Macintosh System 7.5 for Dummies - LeVitus, Bob
Word 6 for Macs for Dummies - Gookin, Dan
Excel 5 for Macs for Dummies - Harvey, Greg
Windows 3.1 for Dummies - Rathbone, Andy
Word for Windows 6 for Dummies - Gookin, Dan
FoxPro 2.6 for Windows for Dummies - Kaufeed, John
MORE WordPerfect 6 for Windows for Dummies - Kay, David C. & Young, Margaret L.
DOS 6.2 for Dummies - Gookin, Dan

Other Computer Books:

Access 2.0 for Windows - Siegel, Charles
The Internet Companion - Laquey, Tracy
HTML Manual of Style - Aronson, Larry
Multimedia Demystified - Apple NewMedia Series
Using Powerpoint 4 for Windows - Grace, Rich - Que
WordPerfect Version 6 for Windows - Que
WordPerfect Version 6 Quick Reference - Que
The World Wide Web Unleashed -Randall, Neil & December, John

Leadership and Teamwork:

The Fifth Discipline - Senge, Peter
First Things First - Covey, Stephen
The Goal - Cox, Jeff & Goldratt, Eliyahu M
"I Wish I'd Said That" - McCallister
Men Are From Mars, Women Are From Venus - Gray, John
Principle-Centered Leadership - Covey, Stephen
Reengineering the Corporation - Michael Hammer & James Champy
The 7 Habits of Highly Effective People - Covey, Stephen
Zapp! The Lightning of Empowerment - Byham, William C

Videos:

Professional Telephone Skills - CareerTrack
    Vol.1 - Handle every caller with tact, confidence and professionalism
    Vol.2 - Turn difficult callers into delighted customers
    Vol.3 - Put angry callers at ease
Introduction to the "Internet"
Soaring to Excellence
    Tools of our Trade: Reference Sources for Real-Life Issues
    Individualized Library Service of a Diverse Population: Is it Possible?

Audiocassettes

Creativity & Innovation v.1 & v.2
How to Manage Time, Energy & Relationships
How to Develop a Training Library '93 v.1 & v.2
How to Deal with Difficult People
Self Esteem & Peak Performance
Life by Design
Dealing with Conflict & Confrontation
21 Days to Self Discovery
Time Tactics for Successful People
Stress Skills Turbulent Times
Breakthrough Learning
Self Empowerment
Confidence, Composure & Competence for Working Women

University of Washington Libraries
Customer Service Case Studies

Telephone Reference

A resident of Bellevue calls the Libraries, immediately identifying herself as a community person. She would like the titles of some books and articles offering ideas on how to teach children simple crafts. She's heard that the Libraries has a children's collection. She says that the Bellevue Library does not carry any magazines and that the only books they have are fiction.

- What is your immediate response to her inquiry?
- What options can she be given?
- How much time do you spend on her question?

Email Question

A man in a community about 75 miles from the UW sends an e-mail question asking for help in tracking down an article that he thinks was written in the 1950s by Linus Pauling on the use of vitamin C to combat a number of serious diseases. The article was published in a popular magazine, either one of the women's magazines or perhaps in a Sunday newspaper magazine. The inquirer explains that he thinks it was published when he lived in Minneapolis, but he's not positive. The man lives in a small community that has a well-established library. He doesn't indicate that he's used his local library. He does say that he is a 1931 alumni of the UW.

- What would be your approach to this question?
- What options would you offer?
- How much time would you spend on this question?

Govt. Publications and Depository Obligations

An off-campus researcher is looking for governmental reports on the effects of Columbia River dams on fisheries. She has searched LCAT on Willow and has found some cataloged reports, but she wants more technical information. Since, the Libraries has obligations to provide a higher degree of reference service with regard to depository materials, how would you help this patron?

- What level of service is appropriate?
- Does a branch library with a large depository collection need to differentiate between depository and non-depository materials with regards to the level of service it provides?

University of Washington Libraries
Staff Development and Training

Customer Service Case Studies

Class arrives without making arrangements

Instructors from other schools in the Seattle area have generally called ahead when they plan to bring a group to campus to do research in the library. Today, however, a class of 15 people has arrived without making prior arrangements. It's a Wednesday morning in Autumn quarter. UW students are using several of the computer workstations. The class instructor is explaining how to use the online catalog. Many in the group have additional questions of the library staff: how to check out materials, how to locate journal articles, the locations of other libraries on campus.

- How can you meet this group's needs effectively without shortchanging our primary clientele? Should you try?
- What can you do today to help ensure that in the future you are notified ahead of time of a group's arrival?

Long-time Patron

A regular patron in the library is a researcher with a nonprofit organization. He has a borrower's card. He comes to the library at infrequent intervals but usually requires in-depth reference and assistance with the online databases. Over the years he has become a friend of all the staff.

- The service policy stipulates brief reference assistance and limited access to library computers for off-campus patrons. Should you now be providing a different level of library service to your patron?
- If yes, how will you communicate the change to the patron?
- Would you handle this situation differently for the same type of user who, rather than being friendly, is always difficult?

Consistency Between Units

An alum is writing a novel and is searching for some background information. You help her get started on her search, but she returns to the desk several times, stating that there is "way too much information to sort through." She requests that you find "a dozen or so really good articles and books" for her. After informing her that you "can provide only limited reference assistance," she complains that "they do this for me at the Undergraduate Library, why can't you do it here?"

- Was this the best "useful phrase" to use?
- How do you respond to her claim that she got more assistance elsewhere?
- How would you follow up to this situation?
- What if there are no other patrons waiting to be helped?

University of Washington Libraries
Staff Development and Training

Customer Service Case Studies

Technophobe

An elderly gentleman approaches you and says, "I need to find information on recycling." He tells you that he has never been in the UW Libraries before, and it becomes apparent that he is quite unfamiliar with online library systems. After you give him a brief introduction to the appropriate databases on Willow, he becomes frustrated and asks to use the card catalog.

- How do you help a patron who does not understand (or is reluctant to learn) how to use Willow?
- How would you handle this if you were the only person on the Reference Desk?
- How would you handle this patron if you were at the Circulation Desk, and Reference was closed?
- What would you do differently if it became apparent that this person was UW staff?

Visit from a High School Class

A class of between thirty and thirty-five high school students arrives at the Library unannounced. They appear to have one teacher with them and no other adults. Most of the students immediately head to the terminals, occupying all those available. The teacher approaches the service desk and informs the staff member that the students have come from Bainbridge High School to work on their History Day projects. They will be in the building all day. He asks if someone can provide a tour of the building, pointing out sources relevant to the students' topics. He also requests that instruction in the use of the catalog be provided. He then wants directions to Special Collections and to Manuscripts, saying that all of the students are required to use those collections. By this time, a line has formed behind the teacher and other users are waiting for terminals.

- How would you respond to the immediate situation?
- What positive options can you offer?
- How would you follow-up in this type of situation?

University of Washington Libraries
Staff Development and Training

Customer Service Case Studies

FACULTY MEMBER AND CHILD*

You are a student employee in the Life Sciences Branch library. It is 9a.m. on Friday morning. There are 3 permanent staff in you branch, but 1 is ill, 1 is on vacation and 1 is at a meeting. A faculty member from the Life Sciences Department comes into the library with his two-year old daughter. He moves around the library gathering up the latest issues of the most popular journals in his area of research. While he is pulling titles off the shelf, he is also busy chasing and hushing his energetic, noisy daughter. The faculty member brings the armful of journals and says, "I want to take these home." Current journals do not circulate.

You explain that current journals do not circulate. While the daughter is sprinkling Gummi bears on the carpet, the faculty member says he doesn't care what the policy is, he needs the journals, his daughter needs to go home, and he must meet deadlines for publishing a research article. As you look at the out-of-order sign on your only copying machine, the little girl begins to cry, the phone rings, and two graduate students are glaring at you and the commotion. You reflect on the stack of very popular journals, the screaming child, the glaring students and the desperate faculty member.

- What do you do?
- How would you prepare yourself for a similar situation in the future?

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* Adapted from Bessler, Joanne M. *Putting Service into Library Staff Training* (LAMA Occasional Papers Series). Chicago: ALA, 1994.

Is the Customer Always Right?
Case Studies

Case Study #1

Ms. Gottagripe comes into the library at 4:45 p.m. on Friday afternoon. A stop has been placed on the card because she owed a great deal of money in lost book charges and overdues. She doesn" have the lost books, but she wants to give you the cash to cover all costs and clear her record. She desperately needs materials for a paper Monday. You cannot take the money; the cashier is closed.

How do you handle it?

Case study #2

You work in a branch library. All librarians from the branch are at a conference for several days. A graduate student comes in with a difficult and time-consuming information request. The student is quite aggravated that appropriate help is not available.

What do you say and do?

Case Study #3

You are having a good day. Currently, you are assisting a user find a list of sources. All is going well . . .all the journals and books are available. The user asks how long he may check things out and you explain the various loan policies. You ask for university ID and guess what? He is a student from another college and does not have borrowing privileges. He becomes very unhappy because **you** should have let him know right away that he could not check materials out.

How do you handle it?

Case study #4

A user who has obviously been jogging stops at the service desk and asks to check out reserve materials. The user has no ID. It's a couple mile run back to the user's apartment and by the time he/she returns, you will be closed.

How do you handle it?

Case study #5

A user from Spokane has come a long way to use the UW Libraries with no expectation of checking things out of the library. However, one of the items needed (and the only copy) is on reserve and is heavily used. The user is very pleasant but insistent about using the item.

What do you do?

Case study #6

A female graduate student you know well comes to the library to check out some materials. She hands you an ID but it is not hers. It is her male office mate's card. She says she left her card at her parents' home last weekend when she visited them. In the past she has been a model user . . . always polite and responsible.

What will you do and say?

WWW/HTML Basic Curriculum for UW Libraries Staff

WWW/HTML Instructors/Curriculum Planners are:

Teresa Mudrock
John Gibbs
Noreen Jacky
Dan Halligan
Others as needed

Web Services consultant: Geri Bunker
Project coordinator: Elaine Jennerich

WWW/HTML training for Libraries staff will begin on a regular basis in the Winter 1996 quarter. The instruction will be offered in a sequence each quarter with the number of sections determined by registrations. Classes will all be hands-on and kept small. The Engineering Library Lab and 320 OUGL(after upgrade) will be used for instruction. The sequence of classes will be:

Web Tour (optional and intended for new or experienced staff who are unfamiliar with the Web)

John Gibbs is already teaching this for Libraries users.

Creating Your First Web Page

A 4-hour class that will enable a staff member to create a viable Web page for work-related projects, tasks, etc. The class will be in two sessions and there will be a homework assignment. When the classes are announced, there will be a note that participants should let their supervisors know that they will be needing "practice time" to complete the class.

Teresa Mudrock has developed and taught much of this for the Reference Dept.

Advanced Web Topics

A 2-hour laboratory with topics beyond the scope of the first class and determined by the needs of the participants.

Dan Halligan and Noreen Jacky have experience with topics such as image mapping.

Elaine Jennerich will coordinate the project by ensuring that the instructors/planners meet regularly, asking other staff for input or to teach, reserving facilities, scheduling, registrations, instructional support such as photocopying. She will also help instructors, when needed, to organize material, create handouts, etc. All sessions will be evaluated by the participants.

Attached is an outline of the content and sequence of the training.

NEW EMPLOYEE ORIENTATION--TIMELINE Draft 10/28/96

Listed below are various topics/documents which could be included in the orientation process. Using the rating scale below, please assign a rating for each item's relative importance in the initial orientation process, i.e., the first week on the job.

1=very important, 2=important, 3=not very important
must know 1st day must know 1st week during the first week

Items that a majority of people rated "1"--First Day

	1st week	*2nd week*	*3rd week*
___introduction to staff in immediate work area	61	0	0
___tour immediate work area	61	0	0
___parking information	61	0	0
___individual job description	56	3	2
___schedule: work hours, flexible time, break, lunch period	53	8	0
___food policy in Libraries	31	22	8
___Libraries hours and holidays	29	25	7
___dress code	27	25	9
___lunch with mentor, supervisor or co-worker	25	18	18
___sick/surgery during probationary period	23	16	22

Items that a majority of people rated "2"--First Week

	1st week	*2nd week*	*3rd week*
___campus transportation (shuttle bus to West Campus, Med. School)	26	28	7
___benefits (vacation, sick days)	23	30	8
___staff phone list (roster)	22	32	7
___telephone policy, telephone system training	21	32	8
___Libraries automated system (WorldWindow, Online Catalog, etc.)	15	38	8
___Libraries organizational chart	10	33	18
___performance evaluation process	9	35	17
___e-mail guidelines	9	40	12
___Libraries floor plans	8	32	21
___emergency and disaster guidelines	6	30	25
___Libraries brochures/guides/handbooks	5	30	26
___tour of Libraries	4	33	24
___campus services: bookstore, ATM/bank, travel agency, cashier's office, eating areas	3	40	18

Items that a majority of people rated "3"--After First Week

	1st week	*2nd week*	*3rd week*
___education benefits for staff, employee's children and spouse	12	19	30
___Libraries mission and goals	7	23	31
___leave policies/procedures	5	23	33
___introduction to all Libraries staff	3	25	33
___brief history of the Olin Library System	3	18	40
___where to get medical forms	2	24	35
___Libraries strategic planning document	1	12	48
___orientation to all Libraries departments and units	0	22	39
___orientation to internal Libraries organizations, committees, groups	0	15	46
___supply requests/procedures	0	19	42
___retirement program	0	10	51

Please list any areas not included in the preceding list which, in your opinion, should be included in a new staff orientation program:

> I think that each new employee should have a meeting with the current Dean of Libraries in the first month of employment.

EPM Part II—fire drill checklist --*Draft*

Emergency Procedures Manual Workshop Part II: The Fire Drill

All Supervisors:

As you know, the second part of the Emergency Procedures Manual workshop (fire drill in Olin) will occur on June 4th. Here is a checklist which will help prepare for the upcoming event.

PRIOR TO THE DRILL:

______ Review the Emergency Procedures Manual--Building Evacuation (pink pages).

______ Obtain a copy of the unit floor plan from Virginia Toliver.

______ Identify the primary exit path and mark it clearly on the floor plan.

______ Post the floor plan and the "poster" (in this packet) where clearly visible.

______ Locate the meeting area outside Olin to be used for your unit during evacuations.

______ Inform all staff in your unit and make sure they know the following:

a. Which area (if any) the unit and individual is responsible for clearing.
b. How to clear the area (e.g. how to tell people to leave, how to handle uncooperative people, what to do if someone is disabled/not able to use stairs, who's responsible for clearing which section, etc.).
c. What the appropriate exit is for patrons and staff (see manual)
d. Where the meeting area outside Olin is located.

DURING THE DRILL:

______ Each unit is responsible for clearing patrons from their area.

______ Ask patrons to leave the library. Ask that library material be left behind. Personal belongings may be left at the patron's own risk.

______ Ask disabled patrons how you may be of service. Follow their directions. If they cannot be moved, assist them to a stair landing and notify the Fire Department of their location.

______ Leave lights on and close door as you exit the unit/building.

______ Meet in the designated area; stay with your Unit.

______ Account for all staff. Report missing persons to Campus Police/Virginia Toliver.

______ Await further instructions concerning reentering the building.

AFTER THE DRILL:

______ Complete evaluation forms to assess our building evacuation process.

Workshop: Response to Critical Incidents

Incident Simulations

TYPE	*SITUATION*	*ACTION*
1. Theft (A)	It is 3:00 on a weekday afternoon. You are working in the stacks and see a man walk over to a backpack that has been left lying on a table. The man looks around furtively, removes something from the backpack and slips it into his jacket. He then walks away rapidly. What would you do?	
2. Stalker (B)	It is late on a Sunday afternoon and you are working in the stacks. A young woman approaches you and appears to be emotional and agitated. She claims that she is being followed by a strange man and gives you the man's description. You see an individual that fits the description. What would you do?	
3. Vandalism	It is late in the evening on a weekend and you are walking through the stacks. As you approach one of the study carrels, you notice a young woman cutting pages out of a magazine with a razor blade. She notices you and stares defiantly. What would you do?	
4. Medical Emergency	It is 8:00 on a Monday morning and you have just left your desk in the technical services area to retrieve a book in the stacks. On the way, you notice a person collapsed on the floor. You are unable to wake him. What would you do?	
5. Flasher	It is 4:30 on a Friday afternoon. A woman approaches you. She is very upset. She asks if you work in the Library and you say you do. She informs you that while studying in the stacks, a male exposed himself to her. What would you do?	

Incident Simulations *--continued*

TYPE	SITUATION	ACTION
6. Abusive Patron (C)	You are helping a patron at the checkout desk who becomes extremely unhappy, and begins to attack you verbally with abusive language, obscenities, and threats to your well-being. What would you do?	
7. Fire (D)	You are in the stacks near one of the remote PC workstations. As you turn the corner, you notice smoke pouring from the PC. The man using the PC becomes aware of the smoke at the same time and begins to fan it away with his hand. What would you do?	
8. Equipment Failure (E)	It is 2:30 on a weekday afternoon. You are walking by the elevator with your arms loaded and decide to take the elevator. As you wait, you hear voices and realize they are coming from the elevator shaft. You notice that the elevator is not moving. Then you hear an alarm bell coming from the elevator shaft. What would you do? (If there is no elevator in your library, what would you do if this happened to an elevator in your building?)	
9. Medical Emergency (F)	It is 9:30 on Tuesday morning and the main stairwell has just been mopped. As you are going up to a meeting, you pass a man who slips and falls down the stairs to the next landing where he does not move. What would you do? (If there are no stairwells inside your library, what would you do if this happened on a stairwell in your building? Or if you were visiting a library with a stairwell?)	
10. Trip Hazard	You walk into a co-worker's office to drop off something and she rises from her desk to meet you at the door. As she walks around the desk, she trips on an extension cord and falls to her knees with a yelp of pain. What would you do?	

COURSE CATALOGS

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

PURDUE UNIVERSITY

DEAN OF LIBRARIES

TO: Libraries Faculty and Staff

FROM: Emily R. Mobley, Dean of Libraries

DATE: December 9, 1996

RE: Spring 1997 Staff Development Course Catalog

I am pleased to announce a new and exciting direction for Libraries Staff Development and Training. This Spring 1997 Purdue Libraries Staff Development Course Catalog represents the Libraries commitment to excellence in service to the Purdue University community through employee training and development programs. It is intended to meet the training needs of the entire Libraries staff by assisting in overcoming the many challenges that each employee now faces or will encounter in the future while being employed within the Libraries.

The courses listed in this schedule are arranged through the Staff Development/Training Coordinator and are designed specifically for Libraries staff. You are encouraged to participate in these programs, as well as take advantage of additional training/development programs on or off campus that will enhance your job performance. It is anticipated that an employee may spend an average of an hour a week over the course of a year in training and development programs. As with all opportunities of this nature, advance approval of your supervisor is requested.

Finally, I challenge all of you to not just participate in these programs, but voice your recommendations for future training programs. These programs are designed to help you provide the best possible service to our users. The Libraries Staff Development/Training Coordinator, Kathleen Kielar, is here to help. Please feel free to call her at 494-7258, or speak with any member on the Staff Development Advisory Committee about your interests.

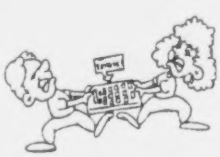
1530 STEWART CENTER • WEST LAFAYETTE, IN 47907-1530 • (317) 494-2900 • FAX: (317) 494-0156

CUSTOMER SERVICE COURSES

Resolving Issues with Others

(2 Hours)

Have you ever come into contact with that someone who just doesn't see it your way? Learn how to: listen without arguing or judging, get consensus for commitment, and uncover the real issues at hand.



Session 1: Tues., Mar. 18, 1:30 - 3:30 PM
STEW 214 *PUL 001-197*

Resolving Customer Dissatisfaction

(3 Hours)

Not every customer is going to be happy with the service that they receive. Learn 5 key actions that will help you identify problems, issues, and concerns customers get dissatisfied about. You will be able to explain the consequences and benefits of dealing with dissatisfied customers, both internal and external. You will be able to look for specific behaviors that indicate customer dissatisfaction, and learn how to defuse an angry customer.

Session 1: Tues., Mar. 11, 1:30 - 4:30 PM
STEW 214 *PUL 002-197*

Diversity Workshop

(7 Hours)

This workshop is designed to demonstrate ways to eliminate all types of oppression and to promote the celebration of diversity. It will help you examine issues of identity, unfreeze prejudicial attitudes, and act on the basis of shared values. You will leave this workshop with ideas, strategies and resources for taking an active role in promoting more positive relationships among diverse people.

Session 1: Tues., Jan. 21, 9:00 - 4:00 PM
STEW 214 *PUL 003-197*

Session 2: Fri., Mar. 28, 9:00 - 4:00 PM
PMU - West Faculty Lounge *PUL 004-197*

Have you ever attended or heard of a course that you think the Libraries might benefit from? Send the information to Kathleen M. Kielar:

- ☞ Rm 279, STEW
- ☞ email katman@omni.cc.purdue.edu
- ☞ call at 494-7258

LEADERSHIP

The Basic Principles of Teamwork (3 Hours)

Do you keep hearing "team" and wondering where you fit in? Team building is important in today's workplace. While learning how to help others overcome their weaknesses, learn how to develop your own personal strengths to shape your group into a true team that will be both productive individually, as well as for the organization.

Session 1: Fri., Feb. 14, 1:30 - 4:30 PM
Bookstall - UGRL *PUL 005-197*

Giving Constructive Feedback to Your Employees (3 Hours)

This session will help participants to:

- Understand the value of constructive feedback as a tool for managing performance
- Recognize opportunities to give feedback when they arise
- Take actions to meet these goals.

Session 1: Fri., Feb. 7, 1:30 - 4:30 PM
Bookstall - UGRL *PUL 006-197*

Making Meetings Work for Those who Lead Meetings (2 Hours)

This workshop will give a basic approach to understanding the difference between effective and ineffective meetings. The "Three Laws of Meetings" and the fundamental skills to conduct successful meetings will be stressed.

Session 1: Fri., Jan. 24, 9:30 - 11:30 AM
Bookstall - UGRL *PUL 007-197*

Supervisors' Guide to Dealing with Violence/Threats in Workplace (2 Hours)

This session will help supervisors:

- Increase their awareness of the potential for violence in the workplace
- Identify what kinds of behavior fall into the "Violence" category
- Recognize the early warning signs of a potentially violent person or situation.
- Learn key elements to aid in dealing with potentially threatening situations.

Session 1: Mon., Apr. 14, 9:00 - 11:00 AM
Bookstall - UGRL *PUL 008-197*

Session 2: Mon., Apr. 21, 2:00 - 4:00 PM
Bookstall - UGRL *PUL 009-197*

Making Meetings Work for Those who Attend Meetings (2 Hours)

Have you ever attended a meeting and thought that it was a waste of time? This course will examine approaches in which you can make a difference between having an ineffective meeting and an effective meeting. This workshop stresses the "Three Laws of Meetings" and fundamental skills needed to have successful meetings.

Session 1: Fri., Jan. 31, 1:30 - 3:30 PM
Bookstall - UGRL *PUL 010-197*

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Handling Workplace Pressure

(2 Hours)

Every job, paid or unpaid, is stressful -- at least part of the time! Identify key sources of on-the-job stress, assess stress signals, focus on current job stress "hot spots," target coping strategies, and practice quick "Take Five!" skills for managing job stress.

Session 1: Wed., Jan 29, 10:00 AM - Noon
Bookstall - UGRL *PUL 011-197*

Session 2: Thur., Mar. 27, 2:00 - 4:00 PM
Bookstall - UGRL *PUL 012-197*

Clarifying Roles & Expectations

(2 Hours)

For many people, the expectations of their supervisor and their colleagues, as well as their internal expectations of themselves, are unclear and conflicting. Examine the contradictory expectations that may be causing stress. Learn six skills for clarifying roles and expectations on the job. Make a concrete plan for action.

Session 1: Wed., Feb. 5, 10:00 AM - Noon
Bookstall - UGRL *PUL 013-197*

Session 2: Thur., Apr. 3, 2:00 - 4:00 PM
Bookstall - UGRL *PUL 014-197*

Controlling the Workload

(2 Hours)

Too much work, too little control, too many deadlines, and too many conflicting demands can make the workplace stressful. Evaluate how the sheer volume of your work may cause stress. Learn how to take charge by prioritizing tasks and managing time.

Session 1: Wed., Feb. 12, 10:00 AM - Noon
Bookstall - UGRL *PUL 015-197*

Session 2: Thur., Apr. 10, 2:00 - 4:00 PM
Bookstall - UGRL *PUL 016-197*

Managing People Pressures

(2 Hours)

Working with people can be rewarding. However, conflicts with colleagues, supervisors, subordinates, and customers can also be stressful. Assess the cause of "people pressures" at work. Develop skills for reducing stress while getting positive "people support," so necessary for long term job satisfaction.

Session 1: Wed., Feb. 19, 10:00 AM - Noon
Bookstall - UGRL *PUL 017-096*

Session 2: Thur., Apr. 17, 2:00 - 4:00 PM
Bookstall - UGRL *PUL 018-197*

Surviving the Changing Workplace

(2 Hours)

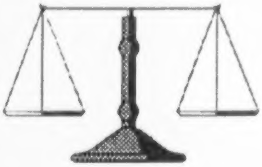
Change on the job can be stressful. Recognize how every type of change, even the positive, can cause stress. Examine three areas of change on the job -- the workplace, the work, and the worker --- and develop flexibility skills for coping.

Session 1: Wed., Feb. 26, 10:00 AM - Noon
Bookstall - UGRL *PUL 019-197*

Session 2: Thur., Apr. 24, 2:00 - 4:00 PM
Bookstall - UGRL *PUL 020-197*

Balancing Work and Home

(2 Hours)



Finding a healthy balance between the commitment to work, to home, to others, and to self is a critical challenge. When balance is lost for too long a period, stress is bound to increase. Evaluate ways in which life requires balance. Recognize stress-producing imbalance problems. Learn skills for rebalancing the worlds of work and home as needed.

Session 1: Wed., Mar. 5, 10:00 AM - Noon
Bookstall - UGRL *PUL 021-197*

Session 2: Thur., May 1, 2:00 - 4:00 PM
Bookstall - UGRL *PUL 022-197*

Ergonomic Training

(1.5 Hours)

This session will include a training video, a discussion period, and information concerning an ergonomic assessment. It covers basic ergonomic principles, workstations/office ergonomics, as well as 'non-office' tasks such as lifting, pushing, pulling, etc. The emphasis of ergonomics is not just on work activities, but all tasks unique to human beings, whether at work, home, or play.

Session 1: TBA *PUL 023-197*

Ergonomic sessions will be conducted on an as needed basis, so if you are in need of being ergonomically assessed, sign up now! New employees, employees unable to attend previous sessions, and student workers are all welcome to sign up!!

We want to know!!

If you have any ideas for future training programs in the Libraries call:
494-7258
or
email
katman@omni.cc.purdue.edu

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Access 2.0

(10 Hours)

Databases are an essential component in any office. This course will cover:
- Creating a database
- Entering and editing data
- Querying
- Creating and using forms
- Creating and printing reports
- Customizing fields & tables
- Managing data & files.

(Access is only available for IBM/PC computers).

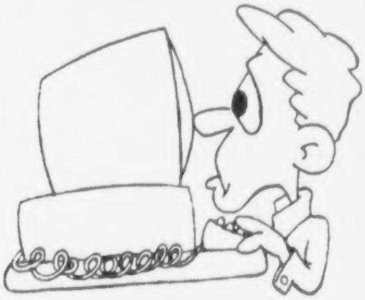
Session 1: Mon. - Fri., May 19-23, 1:30 - 3:30 PM
UGRL G959 *PUL 024-197*

Excel 5.0

(12 Hours)

Excel lets you create versatile worksheets for managing numerical data. Learn how to:
- Build a spreadsheet
- Change the appearance of a worksheet
- Calculate with functions
- Work with multiple worksheets
- Create charts
- Manage your data.

Session 1: Mon-Thur., May 19-22, 8:30 - 11:30 AM
UGRL G959 *PUL 025-197*



All computer courses have a limited enrollment of 10 MAC users and 10 IBM/PC users. When you register for these courses, please indicate what type of computer you use. Thank you.

Powerpoint 4.0

(6 Hours)

Would you like something that will enhance your overhead presentations? Get started with Powerpoint by learning how to create a presentation. Add impact by using builds and graphic effects.

Session 1: Wed., Mar. 12, 9:00 - 4:00 PM
UGRL G959 *PUL 026-197*

Introduction to the Internet

(4 Hours)

You've heard all about it, now grab your motherboard and let's surf the net!! Learn how to search the World Wide Web using both Lynx and Netscape.

Session 1: Fri., Jan. 10, 12:30 - 4:30 PM
UGRL G959 *PUL 027-197*

Session 2: Thur., Mar. 13, 8:30 - 12:30 PM
UGRL G959 *PUL 028-197*

NETWORK-BASED COURSES

Pine

(2.5 Hours)

If you want a quick and easy mail package that can be reached from your UNIX prompt, then this is the one for you. Learn how to use this menu-driven mailer. We will go over composing, editing, sending, and reading messages.

Session 1: Wed., Jan. 8, 9:00 - 11:30 AM
UGRL G959 *PUL 029-197*

Session 2: Tues., Mar. 25, 1:00 - 3:30 PM
UGRL G959 *PUL 030-197*

HTML

(6 Hours)

This class is for people familiar with some of the Internet protocols and formats, but wish to learn more about HTML and WWW. Learn how to format, design, and build a Libraries-related home page. The session will provide a brief overview of the HyperText Markup Language, including how to use basic HTML format and structure tags, create internal and external links, make your page available to the world, and find sources of additional information. You will construct a home page using basic tags and links to various types of Internet resources.

Session 1: Tues., Mar. 11, 9:00 - 4:00 PM
UGRL G959 *PUL 031-197*

Session 2: Tues., May 13, 9:00 - 4:00 PM
UGRL G959 *PUL 032-197*

MAIL PACKAGES

Although Elm and Mailx mail packages will not have training sessions, these packages WILL CONTINUE to be supported by ITD.

COMING SOON!!!

Training in graphical mail packages for network connections will be announced in the near future.

Ovid - Enhanced THOR Access

(3 Hours)

Ovid allows enhanced access to databases (ERIC, MEDLINE, COMPENDEX*PLUS, and Current Contents) over the Internet. Learn how to search in Easy vs. Full mode, email and FTP results, and customize settings and configurations to individual preferences.

Session 1: Fri., Feb. 21, 9:00 -12:00 PM
UGRL G959 *PUL 033-197*

Session 2: Mon., Apr. 7, 1:00 - 4:00 PM
UGRL G959 *PUL 034-197*

FirstSearch Online Searching

(2 hours)

FirstSearch allows access to databases over the Internet (WorldCat, Article1st, GPO, AGRICOLA). Learn simple and advanced search techniques.

Session 1: Wed., Feb. 26, 10:00 - 12:00 PM
UGRL G959 *PUL 035-197*

Session 2: Wed., Apr. 9, 2:00 - 4:00 PM
UGRL G959 *PUL 036-197*

Staff Side

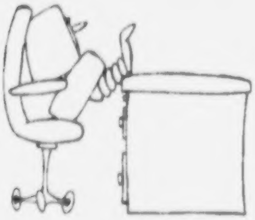
(2 Hours)

A refresher (or intro. for new staff) class on how to access the staff side of THOR. Covers OPR's, copy holding records, and item records.

Session 1: Fri., Jan 3, 9:00 - 11:00 AM
UGRL G959 *PUL 037-197*

Session 2: Tues., Apr. 1, 2:00 - 4:00 PM
UGRL G959 *PUL 038-197*

QUICK COMPUTER COURSES



Forgot what you learned when you took the last training courses? Do you feel that you need a refresher, but don't want to sit in a class that is long and drawn out? Try these refresher courses. These classes will give you quick tips and shortcuts to doing the most common tasks in each package. **Staff wishing to sign up for these classes must already have a working knowledge of these programs**.

MS Word 6.0

(3 Hours)

This course will cover quick ways of accomplishing word processing tasks. Learn to mail merge, use tables, and use Word in a more efficient manner.

Session 1: Fri., Mar. 7, 9:00 - 12:00 PM
UGRL G959 *PUL 039-197*

Session 2: Thur., May 8, 1:00 - 4:00 PM
UGRL G959 *PUL 040-197*

Access 2.0

(3 Hours)

Learn how to collect, find and use your data in this database management program.

Session 1: Mon., Mar. 10, 1:00 - 4:00 PM
UGRL G959 *PUL 041-197*

Excel 5.0

(3 Hours)

Spreadsheet creation, formatting data, and putting in simple formulas will be the topics for this class.

Session 1: Fri., Mar. 14, 9:00 - 12:00 PM
UGRL G959 *PUL 042-197*

Powerpoint 4.0

(2 Hours)

Learn how to take your presentation and make it come alive. We will talk about builds, inserting objects, and timing your presentation.

Session 1: Wed., Feb. 19, 1:00 - 3:00 PM
UGRL G959 *PUL 043-197*

Windows 3.1

(4 Hours)

We will go over how to customize Windows, use the File Manager, and how to manage your files, directory, and floppy disks.

Session 1: Fri., Mar. 14, 1:00 - 5:00 PM
UGRL G959 *PUL 044-197*

Session 2: Tues., Apr. 8 & 10, 6:00 - 8:00 PM
UGRL G959 *PUL 045-197*

COURSE REGISTRATION FORM

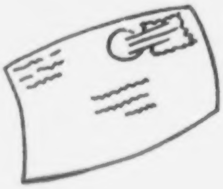
Mail the registration form at the bottom of this page to:

Kathleen M. Kielar
Staff Development/Training Coordinator
Rm. 279, STEW

The Staff Development/Training Coordinator reserves the right to cancel any of the courses listed in this schedule due to low enrollment or circumstances which would preclude the course from otherwise occurring. All classes have limited enrollment. Spaces are filled in the order received. Course registrations will be accepted through the first session on a space available basis. A postcard will be mailed to you in advance confirming your registration.

Purdue University Libraries
Course Registration Form

Mail this registration form to:
Kathleen M. Kielar
Staff Development/Training Coordinator
Rm. 279 STEW



Name: ______________________________

Social Security Number: ______________ Building: ______________

Department/Library: ______________ Work Phone: ______________

Course Name: ______________________________

Course Number: ______________________________

If taking a computer course, what type of computer do you use? MAC IBM/PC

Supervisor's Signature: ______________________________

Thank You

Getting a project off the ground takes a great deal of commitment and work by many people. I wish to thank all the individuals within the Libraries that have offered their advice, instruction, and efforts to make these programs available to the Libraries Staff to take advantage of. I would also like to extend my gratitude to the many departments and organizations here at Purdue and in the surrounding area that are providing their expertise in the development and initiation of these classes. Your commitment to helping move the Libraries forward through continuing educational efforts is very much appreciated. Thank you.

Kathleen M. Kielar

Kathleen M. Kielar
Staff Development/Training Coord.

Staff Development Advisory Committee

Robert Freeman
Tom Haworth
Lynn Heim
Nancy Hurst
Poping Lin
Lisa Purvis
Marti Worden

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UNIVERSITY LIBRARY STAFF DEVELOPMENT MISSION:

TO ENHANCE LIBRARY STAFF KNOWLEDGE, SKILLS AND PERSONAL EFFECTIVENESS IN ORDER TO CONTRIBUTE TO THE GOALS AND OBJECTIVES OF THE UNIVERSITY LIBRARY

Use the **IMPROVED** Staff Development Homepage to assist you when you need help! Point your web browser to:
http://www.lib.umich.edu/libhome/staffdev/staffdev.html

- ⇒ Watch your Library Newsletter for details and updates on educational opportunities!
- ⇒ If you have any suggestions about future staff development opportunities, please contact Karen Downing at 764-2546 or kdown@umich.edu!
- ⇒ *Please* register early for workshops as space is limited and minimum attendance numbers apply!

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TECHNOLOGY TRAINING

WORKSHOPS

♦ USING PHOTOSHOP I AND II:

Session I - Feb. 28 10am-12pm, DIAD Lab. Concentrates on navigating through the software, basics of manipulating digital images and formatting graphics (taught on Macs). (4-2546 to register)

Session II - March 14, 10am-12pm, DIAD Lab. Concentrates on higher level image manipulation (taught on Macs). (4-2546 to register)

♦ KNC SEMINARS : "TRAINING THE DIGITAL LIBRARIAN!"

Learn the critical skills you need to implement services users need and want: Imaging techniques, Text manipulation, Internet Tools, Video/Sound Communication, etc. Details to follow shortly...

♦ UNIX BASICS

April 3, 10-11:30, DIAD Lab. Chris Poterala from the Library Systems Office will teach us the basics of file creation, navigation manipulation and permissions using UNIX. If you maintain homepages, use shared file space, or use your IFS space, this class will be helpful! (Call Library Human Resources to register: 764-2546)

♦ GETTING GODZILLA OFF YOUR BACK! (OR, HOW TO GAIN CONTROL OF YOUR EMAIL)

May 20, 10-12, Place TBA. Karen Downing and Harold Tuckett demonstrate various PC and Mac based ways to help you cope with the onslaught of email you receive each day. (4-2546 to register)

THE LIBRARY'S NETWORKED ENVIRONMENT: WHAT'S ON THOSE SERVERS, WHY IS IT IMPORTANT, AND HOW DO YOU GET TO THEM?

April 8, 1:30-3:00, 319 Hatcher. Jeff Hansen from our Library Systems Office will take us on a tour of our Library servers (and other campus servers) to show us some of the important software, clients, virus guards and more. (Call Lib. Human Res. to register: 4-2546)

♦ INDIVIDUAL ITD CLASS ENROLLMENT

Staff Development continues to encourage Library Staff to enroll in ITD workshops as needed on an individual basis. Please fill out a green ***Staff Development Funding Request*** form and send it to: Karen Downing, Library Human Resources, 404 Hatcher -1205

DEMOS:

Watch for a variety of demos co-sponsored by Library Staff Development, Library Systems, the Tech Update Committee, the KNC, Networked Information Committee, DLP, SI, and others:

- ⇒ WebZ: The Web Interface for CIC Libraries (Catalogs, Indexes and Patron Self Initiated Interlibrary Loan)
- ⇒ New, Improved Launchers!
- ⇒ Windows 95 Demos

Check out the **Library STAFF DEVELOPMENT HOMEPAGE** for online syllabi for introductory HTML classes, ITD Help Notes, ITD Class Schedules, etc. (URL on pg. 1)

LIBRARY TECH. UPDATES

February 10th
April 14th
June 16th

10-11:30 OR 2-3:30
Ehrlicher Rm., West Hall
Check the Newsletter for agendas!

DIVERSITY TRAINING AND ACTIVITIES

MLK DAY CONVOCATION!

Monday, January 21st, Ballroom, Michigan Union, 1:00-2:00pm Speaker Farai Chideya, a CNN political analyst, journalist and author will talk about her mission to destroy racial stereotypes.

INTRODUCTION TO DIVERSITY CONCEPTS

For all employees hired since December 1996, and others who need to learn more about diversity issues and how they impact the workplace. **Deborah Orlowski, HRD, June 26, 1-4pm, Michigan Rm., League** (call Lib.Hum.Res. to register: 764-2546)

CROSS-CULTURAL COMMUNICATION

Staff from the University's International Center will help attendees to understand how cultural differences can influence communication. Watch your Library Newsletter for date in May...

DIVERSITY BROWN BAG LUNCHES

Join your colleagues who will be sharing their cultural experiences with you. Drinks and dessert are provided. Brown Bag Lunch sessions are held in 806 Hatcher (unless otherwise noted), 12:10-1:00pm.

- **February 12th** - Black History Month. ALSA (African American Staff Association) and Library Human Resources sponsor a lunch session to talk about African American representation on staff. (**Sign-up for this session is necessary**: call Lib. Human Resources at 764-2546.)
- **March 17th** - A trip to Africa! Join us as Beth Warner describes her recent trip to the African continent! Slides of her trip will be shown.
- **March 21** - The Baha'i New Year: Join Alex Rivera-Rule as she shares the history and traditions of this cultural New Year's celebration.
- **April 2nd** - A recent Channel 7 News series on Race Relations in the U.S. features some of our colleagues from the University Library and the campus! After the video a discussion will be led by members of the Library Diversity Committee. **1128 UGL Classroom - 1st Floor**

The *LIBRARY DIVERSITY COMMITTEE* meets the 2nd and 4th Wednesdays of each month. Your ideas and input are valued!

WHAT IS *DIVERSITY?*

The University Library has defined ***DIVERSITY*** as those characteristics that can be used to describe humans. We are all diverse! ***EQUITY*** is the acknowledgement that not all characteristics carry the same consequences in our society.

THE UNIVERSITY LIBRARY IS CO-SPONSORING LA VOZ MEXICANA'S CHICANO HISTORY WEEK ACTIVITIES! ANA CASTILLO SPEAKS ON FEB. 1ST, 8PM KUENZEL ROOM, MICHIGAN UNION

Value, Welcome, and Respect!

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COMMUNICATION SKILLS

HOW ORGANIZATIONAL CHANGE IMPACTS COMMUNICATION

Learn about how changing organizational structures demand more effective communication. The instructor, David Strubler, earned his PhD in Organizational Development. He has consulted for large corporations and small non-profit organizations in helping them to improve their organizational communication. He comes very highly recommended by our Communication Taskforce!

David Strubler, General Motors Institute Engineering & Management Institute, April 3, 1:30-3:30, Location TBA (call Library Human Resources to register: 764-2546)

DEALING WITH CONFLICT CONSTRUCTIVELY

Conflict is never easy or welcome, yet it is sometimes better to confront conflict rather than keep resentments bottled up. Learn how to work through conflict while retaining respect for the other person(s). Learn how to respond when conflict arises, and how to be less surprised or threatened by it. Learn how passive-aggressive behavior is harmful to working out conflict. Learn how to diffuse the emotional side of conflict and how to use effective listening skills to insure effective communication. Learn how to suppress defensiveness and taking conflict personally.

Jacqueline Doneghy, HRD Consultant, April 4, 9-12noon, Anderson Rm. A & B, Union (call Lib. Human Resources to register: 4-2546)

IMPROVING LISTENING SKILLS

Learn to identify communication barriers to listening, how to overcome those barriers by active listening (clarifying what was heard), differentiate between listening for problem solving vs. listening for support, detect non-verbal cues communication partners send that may confuse the listening process.

Vitals: Jane Pettit, HRD, (call Lib. Human Resources to register: 4-2546)

CROSS-CULTURAL COMMUNICATION

Begin to identify ways in which cultural differences can influence communication styles, assumed "norms" and outcomes. An interactive presentation by Charlene Schmult, a former co-director of the University's International Center. (Coming in May - Watch the Newsletter for more information)

IDENTIFYING YOUR COMMUNICATION STYLE(S)

(Individuals, Teams, and Units are encouraged to take this workshop)

Do you know how your written and verbal communication is perceived by others? Do you find yourself surprised by conflict with others? Do merit evaluations surprise you or your staff? Learn what factors influence how we prefer to communicate, identify different learning and communication styles and how these differences might impede smooth communication. Identify situations where you have experienced difficulties communicating, distinguish between honest and willful misunderstandings, develop techniques for enhancing communication. Learn audience analysis techniques to assess the best methods for communicating with other individuals or groups.

Jane Pettit from HRD, March 26, 9-12noon, Wolverine Rm., Union (4-2546 to register)

ORGANIZATIONAL DEVELOPMENT

Incremental Change seems to be the only constant within the Library and on Campus. Change creates new opportunities, but can also create interesting challenges for us all. These workshops address aspects of change:

WRITING CUSTOMER SERVICE MEASURES

A workshop that will be fun?! Of Course! It's ZingTrain! This workshop will teach us how to judge whether or not we are improving our unit's customer service. Come prepared with ideas about what service aspects you would like to improve.
Ari Weinzweig, ZingTrain. March 24, 10:30-12noon, 806 Hatcher (call Library Human Resources to register: 764-2546)

HIRING CUSTOMER SERVICE ORIENTED EMPLOYEES: THE PROCESS FROM BEGINNING TO END

December. A 90 minute session for anyone who is in the position of hiring employees, both student hourly and regular appointments. Learn how to work with the Library Human Resources Office to hire new employees in a timely and painless way! Also, pick up tips on hiring the best match for your position, and how to build in a customer service component into the job interview.
Library Human Resources Staff, August 14th, 10-11:30, Place TBA. (call Library Human Resources to register: 764-2546)

WORKING WITH AMBIGUITY

Changing organizational structures, administration, technology, job responsibilities, etc., can leave our heads spinning! How do you work when things are changing and uncharted? Learn how to deal with frequent change, deal with overwhelmed feelings, fear of uncertainty and possible negative impacts. Learn the real bases of these fears, and how to address them. Replace negative programming with a more optimistic and creative view, and start to overcome worry, guilt and procrastination!
Patricia Materka, HRD Consultant, March 20, 9-12noon, Koessler Rm., League (call Lib. Hum Res.to register 4-2546)

IDENTIFYING YOUR COMMUNICATION STYLE(S)

(Individuals, Teams, and Units are encouraged to take this workshop)

Do you know how your written and verbal communication is perceived by others? Do you find yourself surprised by conflict with others? Do merit evaluations surprise you or your staff? Learn what factors influence how we prefer to communicate, identify different learning and communication styles and how these differences might impede smooth communication. Identify situations where you have experienced difficulties communicating, distinguish between honest and willful misunderstandings, develop techniques for enhancing communication. Learn audience analysis techniques to assess the best methods for communicating with other individuals or groups.
Jane Pettit from HRD, March 26, 9-12noon, Wolverine Rm., Union

ORGANIZATIONAL DEVELOPMENT (CONT'D)

STRESS MANAGEMENT

Who among us doesn't feel the stress that change brings? Doing more with less takes a toll! Learn how to identify the symptoms and signs of stress, identify the situations that trigger stress reactions (can they be altered?), a variety of mental and physical techniques to help you better manage stress.

Jane Pettit, HRD, April 17th, 10:00-12noon, Wolverine Rm., Union (call Library Human Resources to register: 764-2546)

DEALING WITH CONFLICT CONSTRUCTIVELY

Conflict is never easy or welcome, yet it is sometimes better to confront conflict rather than keep resentments bottled up. Learn how to work through conflict while retaining respect for the other person(s). Learn how to respond when conflict arises, and how to be less surprised or threatened by it. Learn how passive-aggressive behavior is harmful to working out conflict. Learn how to diffuse the emotional side of conflict and how to use effective listening skills to insure effective communication. Learn how to suppress defensiveness and taking conflict personally.

Jacqueline Doneghy, HRD Consultant, April 4, 9-12noon, Anderson Rm. A & B, Union (call Library Human Resources to register: 764-2546)

IMPROVING LISTENING SKILLS

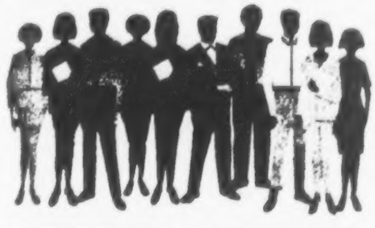
Learn to identify communication barriers to listening, how to overcome those barriers by active listening (clarifying what was heard), differentiate between listening for problem solving vs. listening for support, detect non-verbal cues communication partners send that may confuse the listening process.

Jane Pettit, HRD (Will be scheduled very soon! Call Lib. Human Resources to be notified: 4-2546)

WORKING IN A CHANGING ENVIRONMENT

Learn to identify the competencies that are needed to deal with transitions and changing work environments. Begin to determine which competencies you possess, and which you need to work on. Identify differences between roles and jobs, and how you see yourself fitting into your unit, the Library and the campus community.

Deb Nystrom, HRD (not yet scheduled, watch the Newsletter for details)



OTHER TRAINING AND EDUCATIONAL OPPORTUNITIES

GOAL WRITING FOR NEW EMPLOYEES

All University Library employees are now expected to write annual goals to inform the performance review process. Learn how to work with your supervisor to write meaningful and appropriate goals that tie individual performance to that of the unit's goals.
Hattie Summerhill, Barbara Kolekamp and others, February 25th, 9-12noon, 806 Hatcher South (call Lib.Hum.Res. to register: 764-2546)

ORDERING LIBRARY EQUIPMENT AND SUPPLIES

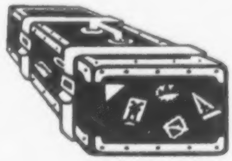
Join the staff of the Business and Finance Office as they explain the process and paperwork that is necessary to order various things for your unit. Sample forms, and explanations for how to use them will be included.
Jackie Creager, Business and Finance and Stephen Hipkiss, Distribution and Supply, March 27th, 1-3pm, 806 Hatcher (call Lib.Hum.Res. to register: 764-2546)

GETTING REIMBURSED FOR TRAVEL EXPENSES

Just in time for post-ALA travel! Learn how to fill out travel reimbursement forms so that you are reimbursed as quickly as possible! Shelley will review forms, talk about which receipts to attach, and more.
Shelley Jones, Business and Finance, February 24, 1-2pm, 319 Hatcher (Call Library Human Resources to register: 764-2546)

LIBRARIANS' FORUM MEETINGS

- **February (Watch the Library Newsletter for date)**
- **March 12th,** 8:45-10:00am, Henderson Rm., League.
- **April (Watch the Library Newsletter for date)**
- **May 14th,** 8:45-10:00am, Hussey Rm. League
- **June (Watch the Library Newsletter for date)**

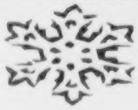


Watch the Library Newsletter for announcements of Non-Library and Non-University Staff Development Opportunities!

Watch the Library Staff Development Homepage for Current Activities and Online Course Materials for Just-In-Time Training Opportunities!

BEST COPY AVAILABLE

MONTH-BY-MONTH STAFF DEVELOPMENT CALENDAR



JANUARY

21st - MLK Day Convocation, 1pm Michigan Union Ballroom: Farai Chideya

FEBRUARY

1st - Ana Castillo, 8pm, Kuenzel Rm., Union
10th - Technology Update: WebZ, and other topics, 10-11:30 OR 2-3:30, Ehrlicher Rm.
11th - Librarians' Forum, 8:45-10:00am, Kuenzel Rm., Union (MAY BE RESCHEDULED)
12th - ALSA/Library Human Resources Lunch Discussion on African-American staff
14th-20th - ALA Midwinter
24th - Getting Reimbursed for Travel Expenses, 1-2pm, 319 Hatcher
25th - Goal Writing for New Employees, 9-12noon, 806 Hatcher
28th - Photoshop I, 10-12noon, DIAD Lab

MARCH

1st-9th - Spring Break
12th - Librarians' Forum, 8:45-10:00am, Henderson Rm., League
14th - Photoshop II - 10am-12pm, DIAD Lab
17th - Diversity Brown Bag: Beth Warner's Trip To Africa! 12:10-1pm, 806 Hatcher
20th - Working With Ambiguity, 9-12noon, Koessler Rm., League
21st - Diversity Brown Bag: Baha'i New Year, Alex Rivera-Rule, 12:10-1pm, 806 Hatcher
24th - Writing Customer Service Measures, ZingTrain, 10:30-12noon, 806 Hatcher
26th - Identifying Your Communication Style(s), 9-12noon, Wolverine Rm., Union
27th - Ordering Library Equipment and Supplies, 1-3pm, 806 Hatcher

UNSCHEDULED AS YET:

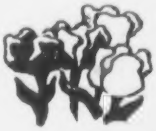
- KNC Demos
- Windows 95 Demos

APRIL

2nd - Diversity Brown Bag: Channel 7 News Series, 12:10-1:00pm, 1128 UGL
3rd - UNIX Basics, 10-11:30am, DIAD Lab
3rd - How Organizational Change Impacts Internal Communication, 1-:30-3:30, Location TBA
4th - Dealing With Conflict Constructively, 9-12noon, Anderson Rm. A&B, Union
8th - The Library's Networked Environment, 1:30-3:00, 319 Hatcher
17th - Stress Management, 10-12noon, Wolverine Rm., Union

UNSCHEDULED AS YET:

- Librarians' Forum
- Improving Listening Skills

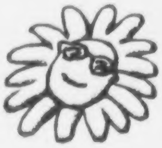


MAY

14th - Librarians' Forum, 8:45-10am, Hussey Rm., League
14th - Library Technology Update, 10-11:30 OR 2-3:30, Ehrlicher Rm., West Hall
20th - Getting Godzilla Off Your Back! (Or, How to Gain Control of Your Email), 10-12noon, Place TBA

UNSCHEDULED AS YET:

Cross Cultural Communication Series
Working In A Changing Environment



JUNE

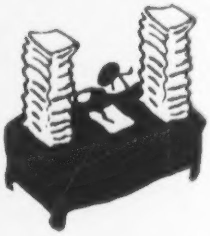
26th - Introduction to Diversity Concepts, 1-4pm, Michigan Rm., League
Librarians' Forum (unscheduled at press!)

AUGUST

14th - Hiring Customer Service Oriented Employees: The Process From Beginning to End, 10-11:30, Location TBA

YOUR IDEAS AND INPUT ARE IMPORTANT!

If You've Ever Felt Like This:



...Then Let Us Know What Staff Development Activities Would Help!

Suggestions for a Staff Development Activity/Activities
(funshops, tech. training, diversity activities, organizational issues, etc.):

Please send suggestions to: kdown@umich.edu or Karen Downing, 413 Hatcher

New Library Staff Orientations:

The Library Human Resources Office is in the Process of Determining the need, scope and feasibility of conducting regular orientation sessions for all new library staff. If you have any suggestions for things you wish had been included, or things you liked during your unit orientation, please message Karen Downing, Laura Woolley, Lisa Gray-Lion, or Hattie Summerhill. Many thanks for your ideas!

EVALUATIONS

LTD PROGRAM EVALUATION FORM

This program was sponsored by the University Libraries' Training and Development Committee. We hope that you have found it useful. Please take a few moments to complete the following survey. Your honest answers can help us: determine if you learned what you were hoping to learn, identify changes which need to be made in subsequent programs or publicity, and discover what new or additional training needs to be presented. Thank you for your input.

Please answer the questions listed below and return the survey when you leave the room or mail it to the LTD Committee care of JBessler, Room 221, Hesburgh Library.

Date:____________________ **Presenter:**____________________

Program Title:____

1) Did this program cover the topics which the publicity suggested that it would cover. If not, please describe the discrepancies.

____

____

____

____

2) Was the information presented in a clear and organized manner.

____

____

____

____

3) What new skills or insights did you gain from this program?

____

____

____

____

____

4) What did you like best about the program?

5) In what way could this program be improved?

6) What additional training and development sessions would you like to see offered?

University at Albany, SUNY

UNIVERSITY LIBRARIES PROGRAM EVALUATION

Program title: Introduction to Excel 5.0 Date: ____________

Please rate the following categories:

1	2	3	4	5
excellent	very good	satisfactory	needs improvement	poor

_____ 1. Instructor's presentation style and pacing.

_____ 2. Did the program meet your needs?

_____ 3. Instructor's knowledge of the subject matter.

_____ 4. Instructor's ability to answer questions effectively.

_____ 5. Usefulness of the handouts and instructional materials.

_____ 6. Relevance of the exercises to the program goals.

Suggestions for improving the program:

Comments:

List any areas not covered that may be presented at another time or incorporated into this program:

EVALFEX/Training Modules

SUMMARY OF EVALUATIONS FOR
WORDPERFECT 6.1 FOR WINDOWS (JANUARY 1997)
VENDOR: COMPUTER VISIONS

Beginner Total students: 37 Total evaluations: 35
Instructors: Debbie (2 classes) ; Pam (1 class) ; Pam/Allison (1 class)

	Excellent	Very Good	Satisfactory	Needs Improv.	Poor
1. Program met needs	15 (D)	2 (D)	1 (D)	1 (D)	
	5 (P/A)	8 (P/A)	2 (P/A)		1 (P/A)
2. Instructor's knowledge	17 (D)	2 (D)			
	11 (P)	3 (P)			
		2 (P/A)			
		2 (A)	3 (A)		
3. Instructor's delivery	17 (D)	1 (D)	1 (D)		
	9 (P)	3 (P)			
	1 (P/A)	3 (P/A)			
			3 (A)		
4. Instructor's ability to answer questions	17 (D)	2 (D)			
	10 (P)	2 (P)			
	2 (P/A)	2 (P/A)			
			2 (A)	1 (A)	
5. Usefulness of handouts	13 (D)	5 (D)	1 (D)		
	8 (P/A)	8 (P/A)			
6. Relevance of exercises	15 (D)	3 (D)	1 (D)		
	9 (P/A)	7 (P/A)			

Intermediate Total students: 10 Total evaluations: 9
Instructor: Pam (1 class)

	Excellent	Very Good	Satisfactory	Needs Improv.	Poor
1. Program met needs	5	2	2		
2. Instructor's knowledge	7	2			
3. Instructor's delivery	6	3			
4. Instructor's ability to answer questions	5	4			
5. Usefulness of handouts	5	4			
6. Relevance of exercises	6	3			

Suggestions to improve:

- Don't use review questions from manual.
- Should have been in higher class (4) (Beginners)
- Needed a pre-beginner class.
- More time to cover more topics and repeat exercises (3) (Beginners)
- Second trainer to rove and help individuals (2) (Beginners)
- Smaller classes
- Less time on Tool Bar (Intermediate)
- Check software on terminals before class.

How will you use?

Charts, newsletters, procedures, procedures manual, business letters, memos, forms, flyers, statistics, databases, bookplates, memos, mail merge

Other classes:

- Intermediate WP 6.1 (6) (Beginners)
- Excel spreadsheets/charts/graphs/(2)
- Powerpoint (2)
- mail merge
- Windows/orphans
- Microsoft access

wpeval.wpd
krr 1/29/97

University at Albany, SUNY

EVALUATION FORM

WINQVT, July 18, 1996

NAME ____

1. Were you satisfied with the class? What would improve it?

2. Were all of the learning objectives covered adequately?

3. What else should the class have covered?

4. Were you able to complete all of the Exercises during the class? If not, what problems did you have?

5. How do you intend to use this on the job?

6. Other comments?

(\roger\class3.wpf - 7/16/96)

University at Albany, SUNY

University Libraries
Instruction Session Evaluation

1. What was the name of this class?

2. How did you find out about this class?

3. What section(s) of this class were most useful to you?

4. What section(s) of this class were least useful to you?

5. Are there other resources/topics on which you would like the library to offer classes?

6. Other comments, suggestions?

Thank you for taking the time to fill out this form. Please return it to your instructor, or drop it at the Reference Desk.

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Staff Development and Training
University of Washington Libraries

UNIVERSITY OF WASHINGTON LIBRARIES
STAFF DEVELOPMENT PROGRAM EVALUATION
(Follow-up to Staff Development Program Survey)

NAME (Optional): ______________________________

1. If you have attended any activities sponsored or funded by the Libraries' Staff Development Program (courses, including those from UW Training and Development, workshops, meeting updates, open houses, etc), what have you learned from them that you are now using? (Please be specific)

2. What was the quality of the sessions which you attended? (Please give specifics)

3. Were the sessions what you expected (e.g., compared to the class descriptions)?

4. What specific job skills would you like to acquire?

5. What kind of training or information does a supervisor need? (Be as specific as possible)

6. What suggestions do you have for future classes, activities, speakers and topics?

7. How viable is E-Mail for you to read regularly (i.e., what sort of access do you realistically have to a computer at work which has Pine)?

8. Any further comments?

Feel free to write on verso or include additional pages.
Thank you, again, for filling this out and returning it to:
Elaine Jennerich, Staff Development, FM-25

Washington University Libraries

EVALUATION

Topic: *Emergency Procedures Manual Part II: The Fire Drill*

Name: ______________________________
(optional)

WHERE WERE YOU WHEN THE ALARM RANG?
____ *in Unit* ____ *outside of Unit* ____ *outside of Olin*

PREPARATION for the Drill:

1. *Do you know where the Emergency Procedures Manual is located in your Unit?* ___ *yes* ___ *no*
2. *Did you have an opportunity to review the Manual prior to the practice drill?* ____ *yes* ___ *no*
3. *Is the* *primary exit path* *for your Unit drawn on a floor plan and posted in your Unit?* ____ *yes* ___ *no*
4. *Is the* *Building Evacuation Poster* *posted next to the floor plan?* ____ *yes* ___ *no*

ASSESSING THE PROCEDURES:

1. *Did you have any difficulty using the exit path?* ____ *yes* ___ *no*
   Describe any difficulties you had with your exit path.

2. *If you have responsibility to help clear a portion of the building, how smoothly did it go?*

3. *What difficulties did you observe which interfered with a quick and safe exit?*

4. *What difficulties did you have finding your Unit's meeting area outside of Olin?*

5. *Did the posted floor plan , Building Evacuation Poster, Emergency Procedures Manual, and information from your supervisor help you understand how to quickly and safely evacuate the building? If no, what else might be helpful?*

Please note any other concerns about Olin evacuations. Use the back if needed.

May-96

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

STAFF RECOGNITION AWARDS

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

COLORADO STATE UNIVERSITY LIBRARIES

MEMORANDUM

To: Libraries Faculty and Classified Staff
From: Staff Development Committee
Date: April 1, 1994
Re: Peer Recognition Awards ("Pat on the Back" Awards)

I. Purpose:

The "Pat on the Back" Awards are conceived as a mechanism by which library employees receive peer recognition for a job well done. It can be oriented toward a task, a project, or any performance related to work. The certificate is not intended to replace a letter of appreciation if that is felt more appropriate for the occasion.

II. Procedures:

1. The award period will begin April 1, 1994 and run through Dec. 31, 1994. In following years, the time period will go from Jan. 1 to Dec. 31. Certificates will be color coded for each year and must be awarded during that year only.

2. The certificates will be provided by the Staff Development Committee on or about January 1 of each year. The recipient's name should be written in the space following "Congratulations". Space is provided for stating the reason the award is being given. Completed sample certificates can be found on the reverse side of this shhet.

3. Each faculty and classified staff member of the Libraries will receive three (3) certificates for the year which they can award either anonymously or personally. Giving certificates is optional. An individual can use any, all, or none of the certificates at any time within the year. Student staff will not receive certificates to hand out; however, our student staff are eligible to be recipients of "Pat on the Back" certificates.

4. A certificate can be given to any library employee (classified staff, student, or faculty) or to a whole unit or department.

5. The original certificate is given to the recipient. A copy is sent by the presenter to the Personnel Librarian, who will, in turn, provide copies to the Supervisor and the Department Head of the awardee. A copy of the award will be put in each recipient's personnel file.

Colorado State University

Congratulations!

You have been selected by one of your colleagues to receive a

Pat on the Back Award!

For: ______________________________

____

____

____

By: ______________________ Date: __________

Libraries

Activity for Staff Development Board
December 12, 1995

Acknowledgments and Recognition

We worked hard this last year. Today, let's take time to acknowledge our fellow members contributions to the Board.

1. To prepare to do that, take a few minutes to think back over the past year and remember the positive contributions of each Board member. Think about:
   - a quality that person exhibited, such as, "enthusiastic"
   - a specific thing that person accomplished, such as "set up the chairs for student orientation"
   - a skill that person brought to the group, such as "was good with the flip chart"
2. Think about why you appreciated that quality, accomplishments, or skill. Maybe you appreciated it because it made meetings fun for you. Or because you feel it helped the board do its job.
3. Next, write down at least two contributions for each person. After you are finished making notes, we will share some of these acknowledgments in the group. The point is to recognize everyone's contributions—and we all know contributions come in many forms!
4. A good way to share this information is to say:

   "What I appreciate about _(member name)_____ is _________."
   "I really enjoyed it when _(member name)____ did _______."

Staff Development Board Members of 1995

Karen Croneis—

Sue Jiang—

Peggy Kim—

Helen Mitchelle—

Kim Scheurer—

Charmaine Scott—

Certificate of Service

Awarded to

Sue Jiang

In recognition of service to the STAFF DEVELOPMENT BOARD for
1995

Presented by

The Dean's Council and the Staff Development Board

at Washington University Libraries

Virginia Dowsing Toliver,
Director of Administration and Planning,
The Dean's Council

Charmaine Scott
Staff Development Officer
The Staff Development Board

NEWSLETTERS

Staff Education News

Volume 2 Issue 2

CATCH A FLICK?

Need to catch up on your first aid skills? Forget how to check for pulse?? Not to worry -- video cassettes from the American Red Cross have arrived and are on reserve in both Lilly and Perkins. Just ask for either Community First Aid (#4428) or Community CPR (#4427). Another recent Duke acquisition is the Guided Tour of Multimedia. This CD-ROM gives you over twenty hours of fact-packed interactive multimedia information. Included is an overview, computer basics, multimedia technical fundamentals, understanding PC multimedia hardware and software, creating the multimedia production, references, clip media, glossary and index. This, too, is available in both Perkin's (#C5) and Lilly's (#C35) reserves sections. They have been purchased by the Staff Development Team for employee use.

◆

FLAG US DOWN!

Please feel free to contact any Staff Education Team member for information about SDL classes or to comment on/suggest future workshops. Here for you.........

Rose Bornes	Randy Kloko	Kelley Dodson
Bobbi Earp	Lisa Stark	Marion Hirsch
Debbie Suggs	Jane Agee	John Sharpe

BACK BY POPULAR DEMAND......... DR. JOHN OTT

The Staff Education Team and the Expeditioners Steering Committee recently sponsored a workshop based on Stephen Covey's Seven Habits of Highly Effective People. The workshop was facilitated by Dr. John Ott, a faculty member at UNC, and a certified trainer for the Covey Leadership Center. Dr. Ott focused on Habit Three (put first things first) and Habit Six (Synergize - creative cooperation). This leader, lauded for his two-session class last year, has again been praised for the style of his presentations and also for how Dr. Ott frames the "learnings" he teaches in such a way that participants may immediately apply new skills to the work environment and outside of it. Thanks go to Kelley Dodson for arranging this event. We hope to see Dr. Ott more in the future.

◆

REPORTS ON OTHER RECENT EVENTS......

A Facilitation Skills Class was held in early April, taught by Ceil Sheehan. Some attendees' remarks:

"The instruction was superb..."

"I think any employee could benefit from the information this course offers."

"This was an excellent workshop, the best skills course I've ever taken at Duke."

Other testimonials about recent OCLC training taught by Kelley Dodson:

"The handout...has been a great reference for me."

"The course was tailor-made for me - all was pertinent..."

"Even experienced searchers can learn something new in this class."

"One-on-one and small group format is very helpful."

UPCOMING SDL SUMMER EVENTS

- Aerobics Ongoing (NEW!) -- See Charity Greene for details.
- Pagemaker -- Watch for details in the coming weeks!
- Meyers-Briggs -- To be held June 26 from 8:00 to 12:00. Don't know your type? Or would like to see how it has changed? Contact Bobbi Earp in Circulation.
- Advanced HTML -- Not yet scheduled, stay tuned...
- Core Curriculum Classes are still held the first week of every month:

  Group classes -- Intro. to Technology (this includes information on Windows), Innovacq, Netscape, Eudora/cc:Mail

  One on one training -- OCLC, and DRA (pac, netcat, or circle).

Contact any Staff Education Team member for more information...

LATER THIS SUMMER:

Scanning (yes really!)...

◆

CPR CERTIFICATION OFFERED

Thanks go to all participants in the most recent CPR certification classes held last April. Certification is and will continue to be a priority for the Staff Education Team.

David Talbert
Pat Canovai
Randy Kloko
Melissa Delbridge
Debbie Suggs
Peggy Wood
Jane Caserta
Steve Natelborg
Emily Kelly
Tom Clark

THANKS TO ALL EMPLOYEES

The Staff Education Team would like to take this opportunity to thank everyone, from class facilitators to participants and well-wishers, for their support of the Self-Directed Learning Program started last Fall.

◆

MORE BENEFIT FROM INDIVIDUAL TRAINING

Employees attending outside training sessions recently included...

Bobbi Earp attended a Career Track seminar in Raleigh, April 16 on managing priorities, deadlines and pressure in the workplace.

Mary Beth Schell and Kimberly Sholar attended a workshop on book repair sponsored by the North Carolina Preservation Consortium last March.

If you have comments or suggestions about an outside training event please let a Staff Education Team member know.

◆

Staff Development and Training
University of Washington Libraries

Partial sample of weekly newsletter, *Personnel and Staff Development Update*, which is issued weekly to all staff members through email. The newsletter is not distributed in paper format.

UNIVERSITY OF WASHINGTON LIBRARIES
PERSONNEL AND STAFF DEVELOPMENT UPDATE
MARCH 26, 1997

IN THIS ISSUE

- Staff Development
  - Ombudsman Briefcase Session
  - Employee Advisory Service Briefcase
  - Washington State Library Continuing Education Grants
  - Special Libraries Association Meeting in Seattle
  - National Online Meeting in New York
- Personnel
  - Student Employee Status
  - Vacancy Notices - Librarian Positions
  - Reminder - Incident/Accident Reporting
  - Employment Opportunities for Librarians
    - **New Listings**
  - Employment Opportunities for Classified Staff
    - **New Listings**
  - Staff Changes
  - Open Registers - UW Staff Employment Office
- Distribution
- Notice of Vacancies
  - Electronic Resources/Reference Librarian
  - Head, Resource Access
  - Geographic Information Systems Librarian

STAFF DEVELOPMENT

OMBUDSMAN BRIEFCASE SESSION

Susan Neff, Assistant Ombudsman at the UW, will be the speaker for a BriefCase to be held on Wednesday, April 9. The mission of the Ombudsman's office is to provide the highest quality, client-focused services for preventing, managing and resolving conflict among students, faculty and staff of the University. The Ombudsman is a neutral third party to provide a process for achieving a fair and reasonable settlement in a dispute. Broad issues commonly addressed by the ombudsman are academic issues; academic departmental issues; employment concerns; harassment and mistreatment; university administrative issues.

Susan will provide an orientation to the Ombudsman's process and an overview of the types of issues presented to the Ombudsman. She will discuss the value of differences, and strategies you can employ for conflict prevention, management and resolution. Susan will also identify UW resources that are available to assist you when conflicts do arise.

Please REGISTER for the session by email to staffdev@lib. or call 5-1464.

Session: University Ombudsman Overview BriefCase
Date: Wednesday, April 9
Time: 10:30 a.m.-noon
Location: 220 OUGL

BriefCases is a series of short sessions which are general overviews of a topic of interest to libraries staff. Each session has a 30-40 minute presentation and then plenty of time for questions and discussion. Student employees who are interested in finding out more about the Ombudsman are welcome to attend.

BRIEFCASE ON EMPLOYEE ADVISORY SERVICE

Jan Paul from the Employee Advisory Service(EAS) will be the speaker for a session on April 30. EAS is the official employee assistance program for employees and family members of agencies of the state of Washington. The University of Washington is one of those agencies. EAS professionals provide assessment, short term problem resolution, suggestions, and individualized referral services for all types of personal problems. Additionally, they can help access needed services from employee's selected health care provider, and conduct supervisor consultations on how to work effectively with troubled employees.

Jan will give an overview of EAS and the types of personal problems that can be taken to EAS, the services offered, and ways to make contact with EAS.

Please register for the session by email to staffdev@lib or call 5-1464.

Session: EAS BriefCase
Date: Wednesday, April 30
Time: 10:30a.m.-noon
Location: 220 OUGL

WASHINGTON STATE LIBRARY CONTINUING EDUCATION GRANTS

Deadline to Director of Libraries: April 25, 1997
Deadline to the State Library: May 9, 1997
(For events to take place between June 30, 1997 and May 31, 1998)

The Washington State Library has funds available of up to $500 per person to assist individual's attendance and participation in continuing education events such as classes, workshops, etc. The grants are for matching funds. The granting of matching funds from the Libraries is NOT automatic so it is a good idea to start the process now.

The State Library is very clear that the funds are earmarked for continuing education and not for attendance at a general library conference to fulfill obligations of committee assignment or association office. There must be a strong education component.

The grants are available to any staff member. UW Libraries staff have been very successful in the past getting grants. For application materials, email staffdev@lib or phone 5-1464.

SPECIAL LIBRARIES ASSOCIATION MEETING IN SEATTLE

SLA will be having its annual meeting in Seattle, June 7-12. The theme is *Information Professional at the Crossroads: Change as Opportunity*. Bill Gates will be the keynote speaker at the general session. There are hundreds of sessions as well as continuing education classes and library school alumni reunions. A complete conference program is available from Libraries Staff Development by email at staffdev@lib. If you received a copy, but will not be using it, please consider sending it to Libraries Staff Development at Box 352900.

NATIONAL ONLINE MEETING IN NEW YORK

The National Online Meeting, billed as North America's largest electronic information conference and exhibition, will be held in New York city May 13-15. There are lots of sessions including many about online integrated library systems. Some of those include delivering full text; design issues in library systems; and, intranets and e-journals. For a copy of the preliminary program, email staffdev@lib or phone 5-1464.

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SELECTED READINGS

ASSOCIATION OF RESEARCH LIBRARIES

OFFICE OF MANAGEMENT SERVICES

Callahan, Daren J. and Mark Watson. "Care of the Organization: Training and Development Strategies." *Journal of Academic Librarianship* 21 (September 1995): 376-81.

Cart, Clay. *Smart Training: The Manager's Guide to Training for Improved Performance*. New York: McGraw-Hill, 1992.

Casteleyn, Mary and S. P. Webb. *Promoting Excellence: Personnel Management and Staff Development in Libraries*. New York: Bowker-Saur, 1993.

de Bruijn, Erik and Margaret Friesen. "Investing in Human Resources: Staff Training and Development at the University of British Columbia Library." *Advances in Library Administration and Organization* 14 (1996): 63-94.

Grealy, Deborah, Lois M. Jones, and Kostas Messas. "Staff Development and Training in College and University Libraries: The Penrose Perspective." *Library Administration and Management* 10 (Fall 1996): 204-9.

Harris, Carolyn L. and David W. Lewis. "The Columbia University Libraries Staff Development Seminar." *Journal of Academic Librarianship* 17 (May 1991): 71-3.

Keally, Jillian. "Staff Development at the University of Tennessee, Knoxville Libraries." *Tennessee Librarian* 45 (Fall 1993): 14-8.

Lee, Susan and Mary Elizabeth Clack. "Continued Organizational Transformation: The Harvard College Library's Experience." *Library Administration and Management* 10 (Spring 1996): 98-104.

McConkey, Joan Daria O. Carle, and Suzanne T. Larsen. "Staff Development in the University Libraries, University of Colorado at Boulder." *Colorado Libraries* 22 (Winter 1996): 9-12.

Nicholson, Howard. "Staff Development: Getting It Done." *Personnel Training and Education* 8 (1991): 65-8.

Noon, Patrick. "Starting From Scratch: Developing a Staff Training and Development Programme in an Academic Library." *Personnel Training and Education* 9 (1992): 65-71.

Oldroyd, Margaret. "The Role of the Library Staff Development and Training Manager in the New Universities." *British Journal of Academic Librarianship* 9 (1994): 201-8.

Sudduth, Elizabeth A. and Lynn W. Livingston. *Staff Development and Continuing Education*. Chicago: College Library Information Packet Committee, College Libraries Section, Association of College and Research Libraries, American Library Association, 1994.

Trotta, Marcia. *Successful Staff Development: A How-to-do-it Manual*. New York: Neal-Schuman Publishers, 1995.

Wilding, Thomas L. *Training and Development for Library Staff*. Westport, Conn.: Greenwood Press, 1995.

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